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ABSTRACT

The document, which summarizes Institute activities from July 26 to August 6, 1971, begins with an overview, emphasizing characteristics of the Institute participants. A background section focuses on the status of American, urban-dwelling blacks, the population group with which the teachers will be working. Eleven speeches are presented to familiarize participants with the relationships between color and sex and income, schooling, and employment, and to acquaint them with community resources, the importance of the political process, and the ways reading and mathematical skills can assist students in their social and economic lives. The texts of these speeches constitute the main and largest portion of the document. A list of books, magazines, articles, government publications, and bibliographies distributed at the Institute are listed. The participant evaluation of the Institute, three follow-up activities reports, a list of participants, and the Institute program are also included. (AG)

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SUMMARY OF THE ADULT BASIC EDUCATION INSTITUTE FOR TEACHERS AND TEACHER-TRAINERS OF URBAN ADULT POPULATIONS

July 26, 1971 – August 31, 1972

at

HOWARD UNIVERSITY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Directed by

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Professor of Education
Chairman, Graduate Programs in Adult and Continuing Education

Part I

GRADUATE PROGRAMS IN ADULT AND CONTINUING EDUCATION
School of Education
Howard University

2400 Sixth Street, North West
Washington, D. C.

OEC 0-71-4781

ED 099670

SUMMARY OF THE ADULT BASIC EDUCATION INSTITUTE FOR TEACHERS AND TEACHER-TRAINERS OF URBAN ADULT POPULATIONS JULY 26 - AUGUST 6, 1971 AT HOWARD UNIVERSITY

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This Project is supported by a grant from the Office of Education, U. S. Department of Health, Education and Welfare, in accordance with provisions of Grant No. O E. G -0-71-3419 (323) operating under the Adult Education Act, Section 309 (c) Title III P. L. 91-230. This is the first part of a twelve month project which includes follow-up workshops in the major cities represented in H. E. W Region III.

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This Institute was developed in a special cooperative relationship with the State Directors of Adult Basic Education in Region III, under the leadership of the Regional Program Officer in Adult Education. This is a step toward establishing in the Region a consortium of universities offering degree programs in adult education essential to the professional preparation and staff development of personnel for positions in the field of adult education. Members of the Staff Development Conference were as follows:

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Miss Deborah L. Cherry
Secretary

OVERVIEW

The ABE Institute for Teachers of Urban Adult Populations at Howard University July 25 to August 6, 1971 had 84 participants from seven states in HEW Regions I, II and III. The proposal was to train 100 participants from this area. The number allotted for each state and the number who attended are as follows:

Number Participants Allocated and Number Attending Institute 1971

STATE	NO. PARTICIPANTS ALLOCATED	NO. PARTICIPANTS ATTENDED
Connecticut	2	1
Massachusetts	2	1
New York	33	20
New Jersey	11	0
Delaware	1	2
District of Columbia	10	15
Maryland	10	14
Pennsylvania	20	18
Virginia	10	13
West Virginia	1	0
TOTAL	100	84

CHARACTERISTICS OF PARTICIPANTS

There were 84 participants who attended the ABE Institute at Howard although 94 persons had been approved. Of the 10 who did not participate, 5 reported illness or illness of some family member. Five failed to report and made no explanation.

Two-thirds of the participants were female and one-third were male; 55 females and 29 males. The majority, (53.6 percent) were single; 20 women and 6 men. Six women were divorced and 6 were widowed. One man was separated from his wife.

There were 136 dependents claimed by 51 participants. This is 2.7 dependents per participant in this group which claimed dependents, but only 1.6 dependents for the 84 participants.

The Institute participants were predominantly Negro. There were 62 Negroes, 1 American Indian and 21 whites. There were 11 white males and 10 white females, 18 nonwhite males and 45 nonwhite females.

The age range was from 23 to 69 years; the majority was under 40 years old and the median age was 35.8 years.

The educational level was high for 55.9 percent had earned bachelor's degrees and 26.2 percent had earned master's degrees. One had earned a doctorate.

Of the 14, or 16.6 percent, who had not graduated from college, one had only a high school diploma and 13 had received some college education.

The majority (52.3 percent) of the participants were employed in adult education full time; 34 as teachers, 6 as administrators, and 4 as teacher-aides. No full-time job was indicated by 3 participants, 2 housewives and 1 seeking full-time employment. Of those employed in full-time positions in fields other than ABE the majority were secondary school teachers and elementary school teachers, 26.2 percent and 13.1 percent respectively. There was one participant employed full-time in each of the following positions: public school administrator, public school counselor, correctional institution teacher and in the Urban Teacher Corps.

The Adult Education part-time positions held by the participants showed over three-fourths (77.3 percent) employed as teachers or teacher-trainers, 60 as teachers and as teacher-trainers. There were 9 teacher-counselors, 6 administrators and 4 teacher-aides. The distribution of these positions by sex showed both sexes represented in all categories except teacher-aides, all of whom were female.

The majority of the participants were inexperienced in adult basic education, for 62.7 percent had less than 4 years experience; 8 had less than one year's experience

and 45 had between 1 and 3 years experience. But over one-third (36.9 percent) had more than 4 years experience, less than 10 percent had 7 or more years experience, but 23, or 27.5 percent had spent from 4 to 6 years in adult education.

The vast majority of participants (67) worked in urban areas although only 16 worked in Model Cities Areas.

Most participants plan to continue to work in an ABE program, but 7 stated they do not plan to continue. The largest number (77) plan to work in programs designed to serve Negroes, but other groups are to be served too. Eleven will serve Spanish-surnamed Americans, and 3 American Orientals. Seven will continue to work with heterogeneous groups, 7 in correctional Institutions, and 2 with the retarded.

The Institute was administered in the Graduate Programs of Adult and Continuing Education whose Chairman was the Project Director. She was responsible to the Acting Dean of the School of Education and to the Director of Summer Schools.

The Institute program was listed in the Summer School as 207-395-01-03 Adult Education for Urban Areas which permits either undergraduate or graduate credit, depending on the qualifications of the participant. Three semester hours of credit were awarded to participants

who successfully completed the program.

The participants were certified by a local ABE director or supervisor and the State ABE director. Preference was given to college graduates with at least one course in sociology or educational sociology who had a minimum of one successful year of experience teaching adults. Each participant was required by the local director to have a commitment to serve in an ABE program following the Institute.

Instructional Facilities. Most of the activities of the Institute were expected to be held in the auditorium of Locke Hall which also houses the Curriculum Laboratory, the Educational Technology Center and the Statistical Laboratory. Air conditioning failure in the auditorium forced the Institute to find other quarters. Fortunately facilities were available in the Student Lounge of the School of Social Work. Participants continued to make use of the Curriculum Laboratory, and the Statistical Laboratory. The Educational Technology Laboratory moved the equipment required for videotaping and audiotaping sessions to the School of Social Work. Founders' Library was used throughout the Institute especially the 1960 census volumes on population, housing and on metropolitan area census tracts.

Residential Facilities: Accomodations were in air conditioned rooms in Meridian Hill Dormitory, 2601 Sixteenth Street, N.W. at $24.05 for two weeks. Breakfast and dinner were served in the cafeteria on the campus. Individual taste determined the cost of meals which averaged $3.50 per day.

Bus Services: Chartered buses carried participants from Meridian Hill to Howard Campus after breakfast and returned them at 4:45 P.M. Buses also were used for off-campus visits.

Institute Office: An Institute office located in Room 205-C in the Education Building was maintained from (9:00 A.M. to 5:00 P.M. Monday through Friday. The telephone number was 202-636-7345.

Purpose: The purpose of the Institute was to train Adult Basic Education Teachers and Teacher-Trainers to work more effectively in urban areas by increasing their awareness of the relationship between education, employment, housing, and the delivery of human resource services.

Background: The Negro population in the United States increased from 18,872,000 in 1960 to 22,587,000 in 1970. During the last three decades the proportion of the total population which was Negro has been declining in the South and rising in other regions. Between 1960-70 Negroes continued to leave the South in about the same numbers as in the fifties

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By 1970 about 58 percent of the Negro population lived in Central Cities compared with about 44 percent in 1950. The proportion of whites living in central cities declined from about 35 percent in 1950 to 28 percent in 1970. In each region, except the South, over 90 percent of the Negro population lived in metropolitan areas. Over three-fourths of the Negroes in the North lived in Central cities. The larger the metropolitan area, the greater proportion of Negroes in the central cities and the greater the change in the percent of Negroes since 1960. Today, Negroes are 28 percent of the total population of central cities in the largest metropolitan areas of 2 million or more population and 20 percent of cities in metropolitan areas of 1 million to 2 million and 19 percent of those with 1/2 million to 1 million.

In 1970 four out of every 10 Negroes in the United States were living in the 30 cities with the largest Negro populations. In the Northeast are located 7 of the 30 cities with the largest Negro populations: New York City, Philadelphia, Washington, D.C. and Baltimore are 4 of the 7 cities with the largest Negro populations: Newark, N.J., ranks 15, Richmond, Va. 24 and Buffalo, N.Y., ranks 28. Washington, D.C. has the highest percent Negro population, 71%; Newark 54%; Baltimore 46%; Richmond 42%; Philadelphia 34%; New York 21%; and Buffalo 20%. (outside this region Los Angeles, Chicago, Detroit, Houston Cleveland and New Orleans were among the 10 cities with the largest populations) The Negro percentage of smaller cities in

the Northeast are: Petersburg, Virginia 55%; East Orange, New Jersey 53%; Chester, Pennsylvania 45%; Atlantic City, New Jersey 43% and Wilmington, Delaware 43%.

The Negro population is considerably younger than the white population. In 1970 the median age of white males was 29.4 years and white females 31.1 years. The Negro male median was only 22.3 years and the Negro female median was 24.5 years. In a special study Calvin L. Beale reported that of about 9.1 million urban Negroes 17 years old and over in 1967, 2.1 million or 23 percent were of rural origin. The economic status of these rural-urban migrants is very similar to that of the 7.0 million native-urban Negroes; the median income, the percent below the low-income level and the percent receiving public assistance are about at the same levels for both groups. The urban population of rural origin appears to have a more stable family relationship, but slightly lower educational attainment.

The median income of Negro families in the U.S. as a percent of white median family income rose from about 54 percent in 1950 to 61 percent in 1970. In the Northeast it was 10 percentage points higher, 71 percent. In 1970 the U.S. median Negro family income was $6,279 compared to $10,236 for white families. In the Northeast the median Negro family income was $7,744 and the White median was $10,939.

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In 1969 about one-third of the Negro families had incomes of $10,000 or more in the North and West, compared with over half (52 percent) of white families. In these regions seven out of every ten young Negro wives worked, compared with five out of ten white wives. The Negro to white ratio tends to be higher for younger family heads - those under 35 years of age.

At each educational level, Negro men 25 to 54 years old have less income than white men. Negro men high school graduates have lower median income than white men who have completed only 8 years of elementary school. The median earnings of Negro men high school graduates was $6,192 in 1969 compared to white men high school graduates who had a median of $8,829; the earnings of college graduates show a Negro median of $8,669 and a white median of $12,354.

Negroes are slightly over one-tenth of the population but have three-tenths of the persons below the 1969 low income levels.

The majority of nonwhite children are poor but the majority of poor children in the United States are white.

Between 1960 and 1970, the number of Negro and other nonwhite employed in white-collar, craftsmen, and operative occupations increased from about 3 million to about 5 million. There were also increases in clerical, professional and technical occupations as well as in sales and managerial occupations. Despite occupational up-grading, reduced barriers to employment,

about two-fifths of all Negro and other nonwhite males remained as service workers, nonfarm laborers and farm workers. By 1970 nonwhites accounted for 10 percent of the teachers and 7 percent of the craftsmen and foremen compared with 11 percent of all employed workers.

Negroes and other nonwhites were about one-third of the total employed population in eight of the 20 largest cities in the United States in 1970, but only about 5 percent of the workers in the suburbs. Newark, N.J. had the exceptional suburban area with 13.0 percent nonwhite. For cities in the northeast the percent nonwhite employed in the central cities were as follows: Washington, D.C. 70.6%; Baltimore 51.4%; Newark, N.J. 46.7%; Philadelphia, Pa. 33.3%; Pittsburgh, Pa. 22.4%; Paterson, N.J. 19.7%; New York, N.Y. 19.3%; Boston, Mass. 13.8% and Buffalo, N.Y. 8.4%.

The black woman experiences double discrimination, based on race and sex.

In 1967 the median earnings of year-round full-time workers 14 years old and older by sex and race was:

White men	$7,518
Black men	4,837
White women	4,380
Black women	3,268

A large proportion of black working women are service workers. In June 1969, 44 percent of working nonwhite women were private household workers or service workers.

In 1970 about 1.5 million women were employed as private household workers. About 64 percent were Negro, almost 1 percent were other nonwhites. About 35 percent were white. About 74 percent lived in urban areas; over 19 percent lived in the Northeastern States. Their median earnings for full-time year-round work was $1,851; 81 percent had earnings under $2,000 and 57 percent under $1,000. Only about 29 percent were single; 38 percent were married and living with their husbands and 33 percent were either widowed, divorce, or separated.

The median years of school completed was 9.1 years - 9.9 by white and 8.7 by nonwhite private household workers.

The black woman is not generally the head of the household for about 72 percent of black households have male heads. About 28 percent of black families live in poverty.

A comparison of black and white women shows that a higher percentage of nonwhite women are in the labor force, are working wives and working mothers, and their earnings account for a larger percentage of the family income.

In our Nation, 25 million people, about one of every eight Americans, live in poverty. The poorest among them are those who depend on Federal-State public assistance programs.

During February 1971 a record of 14.2 million persons, or 6.9 percent of the nation's population, received public assistance in the form of money payments to buy basic maintenance supplies of food,

clothing and shelter One in ten (10 3 percent) of the population in the 26 largest cities received money payments at this time The percentage of the population receiving payments in cities of more than 500 000 in the Northeastern states were: Boston 16. 6%; Baltimore 15. 2%; New York 15. 0%; Philadelphia 14. 8%; Washington, D. C. 10. 5%; Pittsburgh 7. 2%.

Aid to families with dependent children in the States participating in this Institute showed an average amount of payment per family per month in February 1971 to be: Connecticut $233.15; Delaware $134 10; District of Columbia $207 40; Mayland $162.10; Massachusetts $249.30; New Jersey $255.80; New York $265.90; Pennsylvania $241.45; Virginia $178.20; and West Virginia $111.00. The average participant payment per month for the States in the same order was $62.95; $36.35; $55.55; $43.50; $69.15; $62.30; $70.95; $61.45; $47.65; $27 10 This showed a per participant range from $27 10 in West Virginia to $70.95 in New York. West Virginia, and Delaware average payments were less than half of the average payments in New York.

In 1970 about 6.2 million housing units were occupied by Negro households. 42 percent were owner-occupied, up from 27 percent in 1960.

About 1 in 6 housing units occupied by Negroes lacked some or all plumbing facilities in 1970; 2 in 5 of the units lackes such facilities in 1960. Negro occupied housing units were 9. 8

percent of all occupied housing units in 1970. Negro occupied units with incomplete plumbing comprised 28.0 percent of all the housing with incomplete plumbing. In the Northeast only 4.4 percent of the housing occupied by nonwhites lacked some or all plumbing facilities in 1970; 95.6 percent had all plumbing facilities.

Negro owner-occupied housing for Northeastern cities with the largest Negro populations in 1970 showed: Philadelphia 41%; Richmond, Va. 41%; Pittsburgh 33%; Baltimore 30%; Buffalo 29%; Washington, D.C. 27%; Boston 18%; New York City 16%; and Newark, N.J. 16%.

Although the number of persons unable to read and write decreased from 2.6 million to 1.4 million persons from 1959 about one-tenth of the Negro population over 45 years of age is illiterate. In 1970 Negro youth 14 to 19 years old were more likely to be high school dropouts than white youth in the same age groups. In 1970 the percent of high school dropouts among youths 14 to 19 years old was 15.9 percent for Negro males and 13.3 percent for Negro females; 6.7 percent for white males and 8.1 percent for white females. Dropout rates under 16 years old were less than 3.5 percent but after age 16 the rate increases rapidly. At age 18 the white male rate is 13.6 percent and the white female rate is 14.1 percent, this changes to 12.9 percent and 15.7 percent at age 19. For nonwhites the drop-

out rate at age 18 for males is 29.8 percent and for females 27.8 percent: for age 19 the rate is 44.1 percent for males and 25.8 percent for females. These high dropout rates for nonwhite youth viewed against the background of the under-education of adults 45 years old and older poses an enormous problem and opportunity for adult basic education. In the National Study "Equality of Educational Opportunity" a major conclusion was: "A pupil attitude factor which appears to have a stronger relationship to achievement than do all the 'school' factors together, is the extent to which an individual feels that he has some control over his own destiny..... The responses of pupils in this survey show that minority pupils, except Orientals have far less conviction than whites that they can effect their environments and futures. When they do, however, their achievement is higher than for whites who lack the conviction".

The finding indicates the urgent need to develop a curriculum relevant to the lives of urban black people in each city, a curriculum, methods and strategies and an organization of the school which facilitates learning about one's city and the issues which require understanding and offer alternative kinds of action for problem-solving. Understanding how the community power structure functions to the end that teachers and students are enabled to contribute to the solution of local problems is an ob-

jective if the Adult Basic Education teacher is to be an agent of change in the local community. The curriculum must take into account the interest and abilities of students as individuals and involvement with the community. Our objective should be to develop educational programs which give the learner greater control over his life and destiny, not only as individuals but as members of families and as members of interest groups. Such an offering will be a power-relevant curriculum. By power is meant the force required to bring about or to prevent social, political or economic change. By relevant is meant related to the reality of the community and the life space of the learner.

Knowledge about how to use the political process is imperative. In 1968 out of an eligible voting population of 120 million based on age, only 73 million voted: 47 million did not vote at all. Of the 82 million Americans who were rigistered, 89.4 percent voted. Of the voting age persons who did not vote 72 percent had been ruled out by some registration requirements.

In 1968, 75.4 percent of the white voting population was registered and 69.1 percent voted. Only 66.2 percent of the black eligible voters were registered and only 57.6 percent voted. At the lowest educational level, 49.6 percent of the adults were registered and 38.4 percent voted. At the highest level of education, 87.9 percent were registered and 85.7 percent voted.

INSTITUTE OBJECTIVES

To stimulate participants to show an understanding of income distribution in post-industrial America by identifying who the poor, the deprived and the comfortable were in the United States, in 1960 and in 1970 by color and sex in accordance with the definitions of Leon Keyserling and to apply these definitions to populations within their own city.

To stimulate participants to discover the high relationship between schooling and jobs by color and sex in the Nation and in their own city, and community development as a method of working on individual and local problems.

To acquaint teachers with resources in the community - governmental programs and processes - which offer help in the solution of problems of low income minority group families.

To review with teachers the political process as an essential part in the solution of low-income minority group problems, in ways which help teachers guide students into the local political power structure for effective particiaation.

To enable teachers to relate reading and mathematical skills in acquiring this information to the lives of their students in ways which will help the student cope with social and economic problems.

ADULT BASIC EDUCATION INSTITUTE FOR
TEACHERS AND TEACHER-TRAINERS OF URBAN ADULT
POPULATIONS
HOWARD UNIVERSITY
Washington, D.C.
July 26 to August 6, 1971

PROGRAM

Theme: Adult Basic Education and Community Development

July 25, Sunday

Residential Registration, Meridian Hill Dormitory
1:00-5:00 Bus tour of Washington
6:00-8:00 Reception - Meridian Hill

July 26, Monday

8:30-12:00	Registration in Locke Hall Visit to Founder's Library, Curriculum Laboratory, Statistical Laboratory Administration of Pre-test
1:00-2:40	Keynote Address: "The Teacher's Role in Relation to a Community Focus" Dr. Bennetta B. Washington, Associate Director, Women's Programs and Education, Job Corps, Manpower Administration U.S. Department of Labor
3:00-4:30	Film: Dr. Arthur Popham, "Writing Educational Objectives"
	Task Force Organization By States: Massachusetts, Connecticut, New York, Pennsylvania, Delaware, Maryland, District of Columbia and Virginia.

Task Force Organization By Subject Areas:
Reading, Social Studies and Mathematics

July 27, Tuesday

8:30-9:45	"Education and Community Development: The Negro and the City" Dr. Edmonia W. Davidson Chairman, Graduate Programs in Adult Education, Howard University
10:00-12:00	Studying My Community: Demographic data about one's city, county and state.
1:00-2:45	"Education, Housing and Urban Development" Mrs. Mary Pinkard Director Plans and Programs, H. U. D. U. S. Department of Housing and Urban Development 7th and D Streets, N. W.
3:00-4:30	Examination of Model Cities Applications, CAMPS data, for city of participant
6:00-8:00	Visit to Armchair Education Program of OIC (for a small group)

July 28, Wednesday

8:30-9:45	"Political Education: Understanding the Political System" Dr. James T. Jones, Director, Graduate Program in Public Administration Howard University
10:00-12:00	Urban Simulation Game - Environmetrics Mr. Phillip Laub
1:00-3:00	"Strategies and Techniques of Community Action in Pursuit of Community Goals"

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Panel: Mrs. Ruth Webster, Director, Change, Inc.
Mr. Thornell Page, Director Community Resources, Federal City College
Mr. James Speight, Executive Director, Southeast House
Dr. James T. Jones, Chairman

3:00-4:30 Task Force Meetings

6:00-8:00 "The 12th of May - A Case Study"
Mrs. Ethel J. Williams
(at Meridian Hill)

July 29, Thursday

8:30-10:00 "Electing Representatives of the Poor, Racial Minorities, and their Liberal Allies"

The Honorable Parren Mitchell
(D) Maryland

Rayburn Building, Independence Avenue, S.E.

11:00-12:00 "The Delivery of Human Resource Services"
Dr. Henry Robinson, Member D.C. Council
Miss Winifred Thompson, Director, Social Services Administration
Mr. Harold Young, Narcotics Treatment Administration

D. C. Council Chamber, District Building
14th and E Streets, N. W.

1:30-4:30 Field Trips to:
Community Health Center,
15th and G Streets, N. W.
D. C. General Hospital
D C. Village
NARC Center, 456 C Street, N. W.

6:00-8:00 Task Force Meetings

Educational Materials Demonstrated by Cambridge Publishing Company

July 30, Friday

8:30-9:45	"Adult Education and the Consumer" Mrs. Esther Peterson, Consumer Consultant, Giants Foods, Inc. Former Special Assistant to the President for Consumer Affairs
10:00-12:00	"The OIC Program" Mrs. Alexis Roberson Curriculum Specialist, OIC Film "The Job Bank"
1:00-2:45	"Manpower and Education" Mr. Frank Holiis, Deputy Director United Planning Organization
3:00-3:30	Consumer Education Course by Grolier Corp.
3:30-4:30	Task Force Meetings

August 2, Monday

8:30-11:00	Field Visits to ABE Programs ABE Demonstration Center, 13th and K Streets, N. W. Project Call, Armstrong Adult Center Group Health Foundation, Medical Technology 14th Street and Columbia Road, N. W.
11:00-12:00	Evaluation of Field Trips
1:00-2:45	"Adult Education Association - USA" Mr. Charles Wood, Executive Director, AEA-USA "Adult Reading Instruction: Basic Concepts" Dr. Bruce W. Brigham, University of Maryland
3:00-4:30	Task Force Meetings

August 3, Tuesday

8:30-9:45	"Reconstruction and Now" Dr. Elsie Lewis, Professor of History Howard University
10:00-12:00	"Characteristics and Trends in Adult Basic Education" Dr. LeRoy Allen, Professor of Social Foundations, University of Delaware
1:00-2:45	"The National Association for Public Continuing and Adult Education Programs" Mr. James R. Dorland, Executive Secretary NAPCAE
	"Phonemic Instructions: The Montessori Method of Teaching Adults" Dr. Bruce W. Brigham
3:00-4:00	Demonstration by Educational Development Laboratories
4:00-4:30	Task Force Meetings

August 4, Wednesday

8:30-9:45	"Adult Education and the U. S. Commission on Civil Rights" Mr. Jeffrey Miller, Chief Federal Evaluation Officer, U. S Commission on Civil Rights
10:00-12:00	"Your Social Security" Mr. Lewis Mason, Social Security Administration
	"Recruiting ABE Students" TV. Film - Massachusetts, Other Methods
1:00-3:00	Statistical Laboratory and Library
3:00-4:30	"Innovative Projects" Mr. Charles Talbert
4:00-4:30	Task Force Meeting

August 5, Thursday

8:30-12:00	Task Force Reports by Major Cities in Each State
1:00-3:00	Task Force Reports
3:00-4:30	Distribution of checks and cashing checks

August 6, Friday

8:30-10:00	Task Force Reports by subject areas
10:00-12:00	"Graduate Program in Adult Education at Federal City College" Dr. Joseph Paige, Director, Community Education, Federal City College
	Administration of Post-test
1:00-2:00	Continuation of Reports
	Adjournment

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URBAN ADULT POPULATIONS

HOWARD UNIVERSITY
LOCKE HALL
WASHINGTON, D. C. 20001

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1:00 p.m.

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First of all I want to bring you greetings from the Mayor and say how happy we are to have you here in the Nation's Capital and at Howard University. I know that much careful and imaginative planning has been done to make your experience in Washington valuable to you as teachers. The citizens of Washington, our educational institutions, and our many programs for the betterment of life will also benefit immensely from the work you do these next days and weeks.

You come as very welcome guests bringing gifts of untold value. You bring dedication, an eagernesst to work and the open minds and objectivity that can help us to see ourselves more clearly. As you gain insight into how Washington works you will gain insight into yourselves, and your own communities.

Insight leads to a clarification of goals and the strength to use the creativity latent in all human beings in the problem solving process. And believe me, our problems are of the magnitude that demands the use of every ounce of imagination and commitment available in our democracy.

I know that you have a heavy agenda with few spare moments, but I hope that some of you find some time to read a perceptive view of American Society by a French philosopher-critic in the July 24 issue of the Saturday Review Magazine. The article describes what Jean-Francois Revel sees as a peaceful revolution in progress in our country with tremendous implications for the entire world.

This short piece is a preview of his book, WITHOUT MARX OR JESUS, which is already a major best seller in France and will be published here soon.

He lists the things most needed by mankind: peace; world-wide economic and educational equality; population control; the elimination of authoritarianism in governments; and "complete ideological, cultural, and moral freedon" to make use of the totality of human creative resources and ensure individual independence and plurality of choice. The revolution that can bring this about is, he says, going on right now in America.

And America, he says, is the only place in the world that it could happen because only here do we have the conditions that make the achievement of real change possible.

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By revolution he does not mean a small violent uprising that changes leadership but leaves everyone else in the same old bind. He defines "revolution" as the accomplishment of the basic changes in society that make a real difference in the way populations live and think and behave.

We in America not only can do it but are doing it, he believes, because we have material resources, competence in technology and research; we are oriented toward the future (not the past); we do believe in freedom and equality; and we not only reject authoritatianism but value highly individual expression in the arts and in life-styles. We also permit the coexistence of mutually complementary sub-cultures.

And very importantly we have, in his words, "...a freedom of information such as no civilization has ever tolerated before--not even within and for the benefit of the governing class, let alone at the level of the mass media."

He thinks that we know so much about ourselves that we feel guilty--but that that very feeling of guilt is driving us to work to eliminate the source of our pain, a pain that will not yield to bandaids and aspirin but that requires major surgery.

And all of this we are doing within the system. As a philosopher and as a student of past history he concludes that "revolutionary action is most profound, varied, fertile and creative when it takes place within the classic liberal system," and that it is fortunate for humanity that our Constitution gives

us the freedom to bring about such revolutionary change without first having to waste valuable time and energy in violent destruction.

We have, in America, a base so strong and so sound that we can do the extensive remodeling necessary to meet our new codes without blasting away the well laid foundations.

Our French philosopher may not be right in every detail, but perhaps he sees us clearer than we see ourselves as we go more or less quietly about the day to day drudgery that is as much a part of any real revolution as the emotional exhilaration we experience from time to time.

At least when we know that an eminent scholar on the other side of the Atlantic and his readers can see that we are making progress and are cheering us on it gives us the courage to stick with the often monotonous work that goes into careful research, and the will to exercise ingenuity in overcoming the inevitable obstacles.

I am looking forward to the publication of the book because I want to know more about how we look from continental Europe.

From my own very recent experience in Africa I can tell you that men and women high and low on that continent look to us with great expectation and hope for the future.

They are very much aware of our problems but they believe in us more than we sometimes believe in ourselves. Perhaps they see in us the tremendous potential that I saw in them. And it was with very real pride and satisfaction that I observed the marvelously creative work being done by young Africans in a project that has grown and prospered with the technical help and encouragement of American Peace Corps men and women. It was a cooperative project into which both groups were putting the best they had and it was wonderful.

We found strong men in Africa and strong women working together on an equal basis in administrative posts and in programs designed to improve the lives of all Africans. I met two women mayors and prominent women who were licensed and teaching midwives. Midwives are very important in poverty areas because they are really teachers, counselors and leaders who inspire confidence and establish effective rapport at a critical moment in a woman's life. When a baby is expected or born a woman is eager to learn everything she can that will help her child to live a better life.

It is a great advantage to a teacher to encounter a student at the moment when the student has a need and a desire to learn. And it is the fortunate teacher who has the skill and the desire to give the student what he needs and wants because that teacher

will have started the student on a life long search for knowledge. Success is habit forming and the successful teacher is he or she who provides the student with opportunities for immediate success. The achievement of modest goals provides the confidence needed to solve more challenging problems.

In his critique of America, Revel concludes that Americans reject authoritarianism. Fortunately for the teacher today the old stereotype of the authoritarian teacher who was supposed to have all the answers we have also rejected.

Today nobody has all the answers. There are no experts. We are learning from each other and learning how to assist each other so that we all learn more in the process. For education is a process and the quality of relationships between those involved in the process is an integral part of the whole thing.

How teachers and students feel about each other is all important since positive learning takes place only among friends. And it is the rare human being who does not know instantly how another feels about him. Words aren't necessary. It is the almost imperceptible lift of the eyebrow, the fleeting fac al expression, the tone of voice that telegraphs respect or distaste. Perhaps skilled actors on a stage can simulate emotions they do not feel for the duration of a three act play.

It can't be done day-in and day-out in a classroom. The teacher has to know herself, be sure of herself, and have a genuine commitment to her work and to her students. And the same thing is true for men. A genuine desire to assist in the growth and development of others is a basic requirement as is the conviction that the student can learn and will learn. For belief in others implies the belief in the others' humanity and potential for growth.

But even the most committed teacher needs some preparation. This instutute is a departure and a needed one from conventional teacher training. You are all going to be students engaged in some rather complex and difficult tasks. While gathering materials you will also be reminded of how it feels to be a student groping in what may be unfamiliar situations for elusive facts and information.

Very importantly you will have the exhilerating experience of becoming involved in material that will be of immediate use to you -- in other words the curriculum is relevant. It has to do with real life -- the kind you and the population with whom you will be working know and seek to understand.

Knowledge is, in a very real sense, power. And I guess I will have to say also that a little knowledge is sometimes a dangerous thing. Certainly in our complex and rapidly changing world we all need to know as much as possible about how and

where to seek the information and data necessary to provide ourselves and our families with the basic necessities of life. If we want to bring about change we have to have the data and the information and some knowledge of the techniques that may be employed to alter our institutions and our environment for the benefit of ourselves, our neighbors, and our children.

We also need experience. Experience in working with others, with a variety of institutions, with agencies and with programs. Rhetoric is colorful and it provides emotional stimulation but it does not go far toward providing a hot lunch program, a health clinic, or better relations with other groups in the community. A headline or a few brief moments on TV. may feed the individual ego but they do not feed the children who go to bed hungry in the inner cities of America.

Today we know what happens when inexperienced individuals are given responsibility for which they have not been prepared and in which they do not receive adequate and appropriate support. Good intentions and native ability are tremendous advantages but they are more valuable assests when underscored with solid experience.

And part of your job will be to involve those with whom you work that they have opportunities to learn the ropes.

Last week I interviewed a young man for a position of responsibility who had attended two colleges but had not completed his work for a degree.

He had become involved in working with disadvantaged young men in the Job Corps and had progressed to more responsible and complex jobs gradually. He had confidence in his ability to learn; he had the humility that comes from grapping with actual situations; and he believed in himself and his work. He was most impressive and obviously capable of continuing to advance his education in a variety of ways. But he had had to have the chance to begin.

As we continue with the revolution that Revel insists we are in up to our necks already, we must devise a variety of approaches to education and training.

I am not at all sure that I agree with Ivan Illitch that schools should be abolished though I have respect for his creative mind. I tend to believe that here too we must adapt and provide alternatives to existing institutions. We need all of the talent and ability that we have in so many areas that we cannot ask people to spend years and years being exposed to material in which they have no interest before we let them begin to work at jobs for which they need certain rather specific skills and knowledge.

EDUCATION AND COMMUNITY DEVELOPMENT
THE NEGRO AND THE CITY

Dr. Edmonia W. Davidson
Chairman, Graduate Programs in Adult Education
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In 1970, three out of five Negroes or blacks in the United States lived in the central city of a major metropolitan area. Negroes are more than half of the central city population in four large cities - Washington, D.C.; Newark, New Jersey; Gary, Indiana and Atlanta, Georgia. Although Negroes are eleven percent of the total population of the United States, they are about twenty eight percent of the total population of our largest cities - cities of 2 million or more residents. Negroes have arrived as major city residents after these cities have been used and exhausted in many ways (such as housing), by their former residents who moved out to a better life in suburbia. They left the problems of the city to be solved by whoever came after them, for neither they nor their schools had contributed greatly to the solution of inner city problems. The objective of the school was to develop individuals competent to move up in society and move out of the inner city. It was said the job of the city was to manufacture middle class residents out of lower class immigrants. Now that Negroes are a

large part of inner city residents, we learn that there is an "urban crisis" and that the city is not performing its expected tasks of manufacturing middle class residents of them. These black people have inherited a decaying and decrepit city which must be re-vitalized if their needs are to be met. Neither the people nor their schools can be committed only to individual development, both must be effectively concerned about community life. This requires a new approach called Community Development.

Although community development has many meanings, we define it here as a social process by which human beings can become more competent to live with and gain some control of local aspects of a frustrating and changing world. The process is a progression of events that is planned by participants to serve goals they have progressively chosen. Development means social and personal change that moves toward consciously chosen goals. The choosing is done by the people who are in the process of change. One way to do this is to help undereducated residents understand their city, their own world to view the relationship between the education of adults, their own major occupations, median earnings, family income and quality of housing by color, and for some items, by sex. You will get this information for your city as a whole and for three census tracts (1) where you live, (2) where your school is located and (3) any other census tract you choose. You will use the U.S.

Census of Population and of Housing for your state and the Census Tract data for your own city. The City and County Background Form, which you will use can be found in the appendix of Family and Personal Development in Adult Basic Education by Edmonia W. Davidson. The number of the table you are asked to copy from the census is on each page. Just follow the instruction on each page.

Before we begin this let us look at some of the characteristics of the larger society.

The social and cultural environment of the United States in 1971, shows change since 1960 and so should our view of the ABE student. In 1960 we examined poverty in America and discovered that 57 percent of the poor were in consumer units whose heads had 8 years or less education. The data showed that the completion of an additional level of schooling was associated with higher average incomes. In 1959 elementary school graduates averaged $3,800, high school graduates $5,100 and college graduates $9,200. High school graduates received $1,000 more than high school dropouts. In many occupations the high school diploma appeared to be worth about $1,000 a year or $40,000 over a working lifetime. For Negroes, Puerto Ricans, Mexican Americans and other minority groups, education did not bring such certain rewards. Nonwhite college graduates could expect to earn as much in a lifetime as

white 8th grade graduates.

The general unemployment rate in 1960 of 5.1 percent was much higher for nonwhite workers in every age and sex group in every occupation and in every region. The Negro unemployment rate was 8.8 percent, the Indian rate was 14.5 percent, Puerto Ricans 10 percent and Mexican-American 8.3 percent.

We saw a close relationship in 1960 between under-education, low occupational status, unemployment and minority group membership. In 1971 we see a disturbingly large number of unemployed white professional and technical workers. In December 1970 the American Instutute for Physics reported that of 4,000 Ph.D. physicists turned out from 1967 through 1969, about 1800 were under-employed and another 100 unemployed. These unemployed men in the words of Alvin Toffler author of Future Shock are men important only for their functions - to be used and cast aside. Each is a disposable person, "a Modular Man", a disposable component of the aerospace system unsuited for another system.

We teachers, counselors, and administrators empathize with these men and women for we see in them a threat which we may face. We are shocked when we see them drawing unemployment compensation, using food stamps, getting welfare assistance, etc. We do not look down on them and treat them as inferiors. For those of us involved in Adult Basic Education I hope we see our students

as men and women who have been used by our super-industrial system and then cast aside. Toffler describes this super-industrial system where old-time loyalties among people and between people and institutions have little or no meaning. They are replaced by loyalty to a profession, a function or a particular project. Employment follows contracts - employers hire people to carry out contracts.

Professional people dispute the concept of modular man as applied to them because they say their skills are transferable -- from defense and aerospace work to other kinds of jobs. Their problem is that many prospective employers and employment agencies view them as non-transferable modules and do not hire them. In this they are like many students in our classes, people who have worked at jobs no longer needed by the system. Our students, or their parents, experienced their discard from the system earlier, and had to try to find their way into productive societal membership without the benifit of higher education -- which we say provides alternatives from which to choose. Many professionals are still looking for the alternatives.

Some people who have emphasized the "culture of poverty" in ways which imply its permanence may be willing to examine situational causes more seriously.

Perhaps we had best re-examine our value system and decide fundamental questions like: What kind of society do we want? Should

man control technology or technology control man? Are our highest values human values? What are our priorities: What kind of education must be provided?

Have we examined the writings of Dr. Paula Freire of Brazil who writes from a Third World Perspective with implications for education in gereral? His article "The Adult Literacy Process as Cultural Action for Freedom" in a special issue of Harvard Educational Review devoted to illiteracy in America, May 1970, advocates a theory and practice based upon authentic dialogue between teachers and learners. Becoming literate means far more than learning to decode the written representation of a sound system. It is an act of knowing through which a person is able to look critically at the culture which has changed him, and to move toward reflection and positive action upon his world. Perhaps some of us will examine and discuss his recent book Pedagogy of the Oppressed (published by Herder and Herder). Dr. Freire is head of the Education Division of the World Council of Churches in Geneva.

Whatever position we hold, we who counsel and guide adults must know the economic structure and trends in the United States.

The fact that in 1960, 78.4 percent of the families living in poverty in the United States were white and 21.6 percent were

non-white seems to be obscured, for often the impression is given that the majority of the poor are Negro. Negroes do have a much higher percentage of poverty than whites - 43 percent of Negro families compared with only 16 percent of white families. The visibility of the Negro poor is heightened by their concentration in the central areas of large cities. Of the Nation's nonwhite poor, 2 out of 5 lived inside a central city and 1 in 4 of the white poor lived there too. However, the number of central city white poor was over five times as great as the nonwhite. Between 1960 and 1966 both whites and nonwhites shared in economic gains. However, whites made greater strides. There were 8.1 million fewer whites and 1.1 million fewer nonwhites in poverty in 1966 then in 1959. However, by 1966 nonwhites made up 32 percent of the entire poor population, up from 28 percent in 1959. In 1966 after 6 consecutive years of economic expansion, 41 percent of the nonwhite population was poor compared with 12 percent of the whites. In 1959 the chances that a person would be living in poverty were three times as great if he were nonwhite, but in 1966 the chances were 3 1/2 times as great.

For both whites and nonwhites, the elimination of poverty was more rapid among families headed by men than among those headed by women.

In a study of 212 major metropolitan areas in 1968 it was found that

Negro youths have been catching up to whites in school attendance and Negro women and white women were receiving earnings just about matching for those in year-round jobs. The earnings of Negro men lag behind those of whites as much as 16 to 35 percent in various categories. Unemployment of Negro teenagers has worsened, from 22.7 percent in 1960 to 30.4 percent in 1968. And 39 percent of Negro children lived in homes lacking at least one parent in 1968, an increase from 29 percent in 1960.

The number of white poor families in New York City declined from 198,000 to 128,000 but its nonwhite poor rose from 68,000 to 80,000. In Los Angeles and Long Beach California where overall poverty also declined,the number of nonwhite poor families rose from 24,000 to 30,000. In Chicago, the poverty total was virtually unchanged, but nonwhite poor families rose from 55,000 to 71,000.

Between March 1959 and November 1969 the number of persons unable to read and write decreased from 2.6 million to 1.4 million persons. For both Negroes and whites, the illiteracy rate was cut in half over the past ten years. Still, about one-tenth of the Negro population over 45 years of age is illiterate. In 1970, Negroes 14 to 19 years old were more likely to drop out of high school than white teenagers. But these young dropouts, white and nonwhite and the older adults who are under-educated are a tremendous challenge in the 1970's.

As we examine these changes taking place in the United States we find ourselves agreeing more with Toffler when he says that change is taking place so fast in our complex society that we are discovering limits to the amount of change the human organism can absorb. He defines future shock as "the human response to over-stimulation" and predicts that "tomorrow's individual will have to cope with even more hectic change than we do today."

There may well be many questions raised by Toffler in Future Shock with which we disagree, but he has put into sharp focus many over-choices open to Americans. And he says, "For Education the lesson is clear: its prime objective must be to increase the individual's 'cope-ability' - the speed and economy with which he can adapt to continual change."

If this be true the adults in a city must be equipped now with the knowledge about their city and how to use their own values to develop the ability to cope with change and its problems, to make decisions which not only improve their status but which increase the sense of community in the social situations in which they live. As professional adult educators we can encourage in all groups we contact, the community development process, a process of learning the habits of responsibility, of applied intelligence, and of ethical sensitivity as together we grow in democratic competence.

Let us begin by examining the demographic material about our own city and design ways in which we can make this information an important part of our teaching of reading, mathematics and social studies in our Adult Basic Education classes, in developing a functional urban adult basic education program.

"POLITICAL EDUCATION - UNDERSTANDING THE POLITICAL SYSTEM"

Dr. James T. Jones, Director
Graduate Program in Public Administration
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For many years now teachers of Adult Basic Education have concerned themselves with teaching the basic skills required to move the adult student from a level of illiteracy to a level of literacy and hopefully in the process, stumulate some of the adults to seek the G.E.D. Certificate. While reducing the number of illiterates in the adult population is a worthy objective, there seems today to be justification for expanding the Adult Education curriculum to include instruction in ever increasing dimensions. This expansion of the curriculum would aid the adult learner in understanding the complexities of life in our society. Certainly one does not question the fact that all adults need to be aware of their relationships to their government, as to all other institutions that impinge upon their daily lives. However, no one can fully understand and develop an appreciation for the multiple effects of government upon his life, without some knowledge of politics and political processes as they are intertwined into the

web of government.

For too long, public education in the United States has stressed the importance of citizenship training as essential to the preservation of the nation, without including an equal measure of the dynamics of the development of governmental institutions and the behavior of the men and women who run those institutions. Therefore, I shall discuss political behavior and the elements that comprise a political system. To aid in this process, I have reproduced for you copies of a primitive diagram developed by David Easton and published in World Politics, Vol. IX, April, 1957. (See attached diagram).

In this diagram we have depicted an input-process-output arrangement in which inputs are represented by demands and supports flowing into the political system, with outputs represented by decisions and policies that have been developed through processes that take place within the political system. It should be noted, however, that the political system exists within an environment, but in order to understand and analyze the political system we must distinguish it from other social systems existing in the environment, in which the political system functions. Yet, it must be understood that a political system does not exist in

t vacuum, and that the way in which a system works is a reflection of its response to the total social and physical environment. Nonetheless, if a political system is to be distinguished from all other social actions that occur within the environment It must be given distinguishing characteristics that set actions in which it engages away or aside from those occurring within the environment at large. Therefore, the actions which separate or set aside the political system are those actions taken which establish decisions that regulate, protect, and control the lives and substance of the whole society, and the environment in which these exist.

In a more precise sense, one can say that a system is generally thought of as being distinct from its environment, or as being self-cor'ained and therefore having observable boundaries. Thus, we must understand both the individuals who are formal members of the system and the actions or behvaior that is politically relevant. Admittedly, there are no acceptable precise units to distinguish and measure where political action or behavior ends and where other social behavior begins, but this approach does provide a commonsense method by which one can make intelligent observation and distinction between general social behavior and politically significant behavior

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As stated earlier a political system does not exist in isolation but in a very real sense it functions in relationship and is influenced by other subsystems within the environment Thus as we see from the Easton diagram there is external the political system inputs and outputs Accordingly Easton refers to inputs as "demand" and "supports" and outputs as decisions or policies These decisions from Easton's point of view concern the "authoritative allocation of values"

Other political scientists who have used systems analysis to describe political systems have further divided inputs and outputs into and from the system Almond and Coleman specify inputs as: "political socialization" "recruitment", "interest articulation" "interest aggregation" and political "communication" On the other hand Almond and Coleman describe outputs as "rule making" "rule application" and rule "adjudication" Mitchell uses the terms "expectations and demands", "resources" and "supports" to specify inputs and "system goals" "values and costs" and "controls" to describe the political outputs

There are variations in these concepts but they are similar and they do convey much the same thoughts and ideas of the essential elements fundamental to the nature of politics

as so ably stated by Harold Lasswell - "who gets what, when, how".

Perhaps the most important aspects of the political system are the processes that take place inside the system. We are all aware of the structures in their general characteristics and we recognize that there is differentiation of functions for those who have roles within those structures. Certainly each of you is familiar with the usual divisions of government in our nation into the legislative, executive and judicial branches at all levels - local, state and national. However these traditional structured arrangements tell us very little of the behavior of individuals as they perform in their roles and admittedly, it is not our objective here to attempt an intensive analysis of the roles and behavior of individuals in the political system. Suffice it to say that their roles and behavior in those roles have important consequences for the governance of a society.

Now let us elaborate upon the importance of inputs - demands and supports and outputs - decisions or policies as these flow into and out of the political system. Inputs in the form of demands and supports for our purposes here will focus upon the external environments thus they arise outside of the system. The demands and supports are considered as

the substance which feeds the political systems and likewise gives it purpose and a basis for action, and authority to perform. First and foremost, demands and supports provide legitimacy for the creation of a government and in general determine the character and form of that government.

THE NATURE OF DEMANDS. Demands arise from many and varied sources in the environment. Most often these demands are made by individuals and groups in the society (environment). They represent a quest to fulfill numerous desires, needs and satisfactions of groups, who, due to their status relations in society, have vested interests in the manner in which the society in its many differentiated aspects will function. It is in this context of groups and interests that political scientists have put forth what is called the group theory of politics. Simply stated, the group theory of politics assumes that within a stratified and differentiated society, groups develop around common goals, beliefs, and interests. And once an issue of concern to one or more of these groups arises, then each will seek through political processes to control the decisions or outcomes of a given issue.

The variety and number of these groups are vast. They range from such groups or associations as the National Association of Manufacturers to labor unions, academic societies, professional associations, aesthetic groups, religious and cultural bodies,

animal and nature lovers and to a much lesser degree - consumer groups and low-income groups. Membership in these groups is often overlapping and therefore accomodations must be made around certain issues which contain elements of conflict. At the same time, it should be recognized that these varied groups are often represented by key individuals within the political system and that those persons within the system hold similar beliefs and values as some of those held jointly by members of certain groups.

THE NATURE OF SUPPORTS In order that demands may be met, it is essential that support be given to those internal in the system. Support takes many forms and functions - from a state of mind or attitude, to voting and working to elect and otherwise advance individuals to positions within the system, to actual contributions of money and gifts. However, beyond all else, if a system is to survive and a form of government is to continue through time, there must be acceptance and support on the part of the majority of those participating members of society.

In a political system such as ours there still remain many individuals who do not participate in any form, both through apathy, and in spite of legislative and legal remedies, through carefully planned denial. It is in particular reference to this non-participation and too frequent lack of understanding of the way in which the political system functions that we now turn

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to outputs - decisions or policies and their consequences for groups within society and for society as a whole.

THE NATURE OF OUTPUTS In a highly stratified, industrialized and technical society such as ours there must be decisions and policies that govern the lines of its members, hence, it is through the political system that we get as output those policies or laws that control, protect, regulate and in great measure determine the quality of life of the majority of the members of society. The character, quality, equity and content of those policies or laws are in a very great measure a reflection of the demands and selective supports that are pumped into the system as inputs. For it is at the point of input that groups use their supports and influence to insure that their interests are protected in the final policy and decision outcome

The nature of those policies and decisions have a direct influence on the inputs and demands made upon the system Note the line on the diagram labeled FEEDBACK. As Faston points out, "A society generates support for a political system in two ways: through outputs that meet the demands of the members of society: and through the processes of politicization." In very simple terms what Faston suggests is that the actors within the system continue to maintain support for themselves

and for the system by satisfying those individuals and groups who are active in seeking the fulfillment of their self-interests. And, in this process individuals and groups are socialized and taught to perform their political role - that is, they learn the nature of politics and how to use political processes to achieve their goals

Much more detail could be given about the intricacies of a political system Certainly much has been ommitted here that might otherwise be more descriptive and analytical. What has been attempted here is to share with you a scheme--an approach from which might be developed simplified techniques to be used in moving beyond the traditional concept of citizenship education in the teaching of adults. The notion of a system provides a method of teaching relationships and the value of participation in political life. It can likewise be used as an analytical tool, when properly designed, to enlighten the layman and to arouse his curiosity about politics and political behavior, which has often seemed foreign and remote by the man in the streets.

A question and answer period followed.

A part of the afternoon session was devoted to a panel discussion. The panel was composed of three persons, each of whom was engaged in a community action and development program. The topic for discussion was "Strategies and Techniques of Community Action Agencies in Pursuit of Community Goals."

The panelists' discussion centered on a number of concepts and areas of experience related to their work. Among the several topics discussed were the following:

1. Organizing for Action
2. Use of resource persons
3. Presentations before legislative bodies
4. Planning strategies and tactics
5. Use of group pressure
6. Negotiations with public and private agency officials
7. Seeking support from political influentials

"ELECTING REPRESENTATIVES OF THE POOR, RACIAL MINORITIES, AND THEIR LIBERAL ALLIES"

The Honorable Parren Mitchell
U. S. House of Representatives, (D) Maryland

The history of Black Americans in this Nation following the end of the Civil War, discloses a definite cycle. The cycle has been one of (1) Advance (2) Blocking (3) Retrograde movement (but not back to the starting point in the advance period) (4) Plateau and (5) Advance again. In these cycles we have made advances but, when considering the whole of the cycle, the advances have never been sufficient to achieve full equality with white Americans.

Following the Civil War, Blacks did make some gains. Blacks were elected to the U S Senate and the U. S. House of Representatives. Blacks served in the Legislative bodies of the old confederacy states. But before the gains could be solidified, reconstruction was ended abruptly, the blocking of further Black advances was achieved, and through violence (the K. K. K , the white knights of the Camelia) and through law (the Black codes) Blacks were thrust back to a plateau where theywould remain for almost fifty years.

During the period of World War I, advances were once again begun by Black Americans. Blacks were needed in the military. Economic need and military need combined to produce favorable social

changes. But following World War I, the cycle began again. This time three forces thrust Blacks back to a plateau: violence, law and economics. As we went into the recession-depression after 1918, Black Americans were the first hit and the group hit with the most impact. So by 1920 we were once again on a plateau, and no new gains were to be made until the advent of World War II, almost twenty five years later.

When in World War II manpower for both military and industrial demands was desperately needed, a fresh cycle was begun. Blacks made advances in terms of employment, in terms of ending some Jim Crow policies in the armed forces and in terms of some victories over racism, segregation and discrimination in the whole social milieu. However, those advances were once again truncated following World War II. This time four factors operated together to thrust us back to a plateau: violence, law, economics and the "threat of international communism" which created and maintained the cold war posture. If a man dared to attack segregation, discrimination, racism, he was immediately branded as a communist, fellow traveler, pinko or left winger. Many who saw the evils of racism did not dare to speak out for fear of being labeled as subversive, or because of the deeply entrenched fear of "guilt by association."

However, this time we did not stay on the plateau for too long. The Civil Rights Decade (1954-1964) burst upon the national scene, with its challenge to institutionlized racism in America. There were lie-ins, wade-ins, jail-ins, sit-ins. The arrest record became the badge of honor We sought, in one convulsive, agonized effort to prick the conscience of the Nation. We sought to end in one fell swoop the last vestiges of segregation and racism and discrimination in America. We did make gains all around us. External barriers against Black citizens fell. So after the great March on Washington in 1964 we went home. We went home hoping that forces had been set into motion, forces that would work on an exponential principle, thus completing the job begun at the start of the Civil Rights Decade.

My fear now is that contrary to expectations, there are forces loose in the Nation today which will act to block further advances by Black citizens. The forces are clearly recognized by thinking sensitive Blacks and Whites. They have resulted in a serious credibility gap for Black Americans. The latest Louis Harris Poll reveals that Black confidence in white dominated institutions in our society has reached a new low, and the number of Blacks willing to adopt a more militant stance to achieve racial equality has risen in the last year. Why this dramatic shift? The explanations are various but when treated as a whole, a

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zeitgeist emerges that is frightening. The Black advances are threatened by a combination of "benign neglect" and the Presidents new economic policies. I inserted into the Congressional Record an article by Thaddeus H. Spratlen, Chairman of the Caucus of Black Economists, in which he sheds some light on several of the darker corners of Nixonomics. Dr. Spratlen, while recognizing some potential gains to Black America under the Administration's new economic policies, point to the potential losses to Black American For example, Dr. Spratlen cites:

(1) The announced cutback in Federal spending of nearly five billion dollars will hurt Blacks. Urban programs may be more adversely affected than space, defense and environmental programs... Indeed, Blacks may experience a disproportionate share of 5% reduction in Federal employment required by the new policies.

(2) Postponement of welfare reform for one year will tend to hurt Blacks. This means that a desperately needed incomes policy (income maintenance in some form of guaranteed minimum) will not get a push from the Administration where impetus is badly needed

(3) However, Blacks will probably lose most directly of all in law-enforcement of the freeze guidelines. Given the typically inadequate information base in the Black community, many will not even be aware of or will be unable to detect price exchanges, especially; or may not complain when increases occur. Unless special efforts are made to

ensure compliance in the Black community not even a chill on prices and rents will be recorded between August 15 and November 12, 1971.

And I must add, in the period that follows - the phase II period.

In addition, the Zeitgeist contains more than hints of back lash. Blacks, increasingly skeptical about white dominated institutions look on:

(1) The war against poverty initiated in 1965 and they see the grim statistic which shows that there are more poverty stricken people in 1971 than there were in 1965.

(2) School desegregation, articulated as national policy in 1954. In 1971, still not accomplished.

(3) Black capitalism policies which may best be described as full of sound and fury, signifying not much.

Broken promises, reneged commitments, thwarted aspirations, all of these suggest that phase cycle, block-roll back-plateau.

If the President succeeds in strengthening an increasingly conservative Supreme Court by adding two more conservative justices, then the Court, which has been the hope of Black Americans since 1954, will no longer be an ally, and Blacks may well be "plateauized" for the next thirty years.

A second set of factors is helping to blunt the thrust of the Black citizen's advance.

There is no doubt but that the significant gains made in the decade 1954-1964 were inextricably linked to the development of Black awareness, Black identity and Black pride. Blacks worked under the dictum, "let every ethnic group retain the pride in its own historic culture.... it will make American civilization only richer and stronger." Unfortunately, now I fear that attempts are being made within the Black community to erode the vitality of such concepts as Black identity, Black awareness and Black pride. Some Blacks noticing the absence of the more overt and blatant forms of racism, have faltered in their identification with the Black movement. Some having gained some slight upward movement in economic class, tend to dis-associate themselves from the mass of Blacks, consigned to the lowest social and economic stratum. Even more importantly, they demonstrate against and rebuff those who seek to address themselves to the Black masses. Their knee jerk reactions to such efforts are found in expressions as, "you can't make a silk purse out of a saw's ear;" or "no matter how hard you try you can't do anything for 'those people." Don't they understand, can't they comprehend that all of us are "those people." Don't they know, can't they accept the experiential reality that all of us are inextricably bound by the badge of color. Therefore none of us can rise higher than the lowest of us, and the lowest of us cannot sink

further without the highest of us, accompanying them inthat descent. Some, unfortunately are still dominated by the years of subtle indoctrination of anti-Black attitudes. I am talking about those Blacks who learned such phrases as "the Gouls, our ancestors" in their early training. Those who were taught that Egypt, the cradle of civilization, capped by the fertile crescent, was peopled by those of light skins rather than Black skins. Those who still read about the "zulu uprisings" not recognizing that this was a mighty venture which forged diverse tribal groups into an African Nation in twelve short years. Some of us who sang and still sing the Kipling lines:

> If drunk with sight of power we loose
> Wild tongues that have not thee in awe
> Such boastings as the gentiles use
> Or lesser breeds without the low

not realizing that Blacks and other men of color were the "wild tongues" and "the lesser breeds" that Kipling referred to No matter what the hang-ups, no matter the ego trips, none of us can permit our brothers and sisters who live out their lives in grinding searing poverty to languish in the despair of muddled motives, and mutilated aspirations. Central to improving the lot of all Black Americans is a reaffirmation of identity, awareness and pride by all. Black Americans. Let us begin now to make such a reaffirmation.

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We must act out of a sense of urgency. Unless we move now to re-kindle the forward thrust of Black Americans, unless we move now to challenge those forces which seek to block us, the retrograde part of the cycle will inevitable begin and the long plateau of frustration and anger and apathy and despair may be upon us.

CONSUMER EDUCATION

MRS. ESTHER PETERSON

Today a consumer has to have three kinds of characteristics to be able to get the most at a market place: (1) he should have the opportunity to be able to shop around and get to the bargains, (2) he should have enough information and be competent enough to know which is the best buy. The Consumer Reports for example, goes to only 90,000 households, and it is about the best thing we have on these selected items when you see how many millions of appliances and things about us are without accurate information and that we have no laws and regulations on guarantees and warranties. Few people, except the very sophisticated, have the information to be able to know what the best buy is on, let's say, a big ticket item, as well as items for food and other things of this kind. That's why I'm trying unit pricing.

A third point that they have to know is what their rights of redress are, what their legal rights are. Now, the sophisticated consumer is aware of these. Many people say the way to solve the problem of the low-income consumer is to give him more money. I am for more money, no question about that. You've got to have it or else you can't buy.

But it is also a discouraging thing of a person gets trained for a job, gets more money and then, has exactly the same

market place to have to deal with. Now, that I think is one of the problems. So, I think that since the poor do pay more we really need studies on these issues: (1) are the price differentials justified? (2) what are the causes of this? and (3) how do you rectify it?

The thing that they will find after they have been trained to get jobs is that they still have high prices and inferior merchandise in ghetto areas. Suppose the income level is raised, still a part of the problem is mixed with housing and other situations. There is still very high pressure for buying; the great hard-sell tactics, (1) the door-to-door salesman, (2) the come-ons, (3) the hidden interest rates, and (4) the phony shopping environment. We do know the "Poppa" shops have higher prices, but we also know that there is a reason for that Why is it so expensive to have good establishments in the inner-city? It is partly cost. Insurance costs are extremely high. I know in Giant Foods how we're trying to see if we can get more supermarkets into the ghetto area And it is very difficult to get a portion of land together that is big enough for an efficient establishment.

We do need laws no question about it! We have got to have laws on interest rates, we have got to have laws on guarantees and warranties. You have got to have guidelines with the laws.

I was in Japan recently, and, here in this small country, I found on a tie which I bought a friend, tags with two figures on the end; one showed how much you pay if you pay cash, and the other figure, the total amount if you buy it on credit. We couldn't get that in the Truth and Lending Bill, those of us who worked on it and are lobbying for it. We just can't tell the people the truth - it almost gets to that point.

We did get into the bill that the seller had to show the annual interest rate, so that you know you would pay 18% or 12%, but we still didn't get that total amount of the merchandise, if it was bought on credit. And I have tried over and over when I was working on that bill, and since when I see only $24.00 down and so much a week . and at no point is the total price, which includes interest shown.

I tried to do this personally because I've always had the feeling in the work that I do: that if I expereinced it and if I had known it; then I could get in front of a Congressional Committee and I could say what I believe, and I would know I don't have to trust anyone else's word

I tried many times, but I could not get this The only way I could was to go down and finally sit in the office of some of these firms. I would ask the salesman to sit down and tell me how many payments I would have to make before I can add up the payments to get a total cost.

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A lot of countries actually place total cost on the ticket. Now I think we've got to have that sort of information. There are so many people who have no idea what they're getting themselves into when they buy on credit.

Another thing we have to do on that is to have easy credit available at reasonable interest rates. We have to bring into the inner-city the big efficient industries. I must say that it's awfully hard to get these firms to go in to the inner city because trying to get the kind of subsidies to make possible the efficiencies of modern merchandising into the inner-city is a very difficult investment. We tried to do it in the Housing Bill when I worked with the White House. It's a very hard job to get this bill included in any plans that we would have for representation in the inner cities.

And now, this morning what are we talking about? What this country needs is political action. I don't care what party it is. (In the final analysis there is an equality of truth). I don't know why the world accepts subsidizing a lot of people when we can't subsidize in good firms to a city if there is a loss on the investment. I'm saying that investment losses, can be guaranteed. We do it abroad through our AID Program. We do it in developing other countries. I think it's about time that we set up that Marshall Plan at home.

I've been concerned with this for a long time. Until we wake

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up to the fact that the inner-city has to be given the same advantages as the suburbs we're not going to eliminate this problem. And the answer is not in talking about why the poor pay more: but in what do we do with education - that's important. But there are more fundamental things that have got to be looked at. That's the message of what I wanted to put across this morning if I possibly could.

We don't want a profit guarantee, that isn't the point. we want a guaranteed investment. I would like to see the kind of plan where any firm and a good supermarket could be helped to go into the real ghetto areas. where you have the one price establishments. We do know that there is no pretence with these stores'. We could investigate that if you are interested.

Encourage these stores to come in, but see that their investment is guaranteed In return they have to live up to certain standards. There has to be unit pricing, good labeling, open-dating, and redress on credit.

Unit pricing means that the people know what they're paying by the amounts Let me give you a good example. If you buy orange juice in the small cans, you pay, I think at the rate of 67¢ a quart. If you buy the big quart size you pay at the rate of 31¢ a quart. And I always get disturbed when I go through, not only the ghetto stores but stores in other areas and find people buying these small expensive

quantities and paying twice as much for the amounts they're getting.

I tried an experiment Can I just take this unit pricing? On this point I'm saying these are the essential elements that should be written into anyone that got a loan in those areas.

One is open-dating for example, and another one is complete ingredient listing so people will know what they're getting. Open-dating means that you have a date on it after which time that product must not be sold. That's what guarantees the freshness of an article. There's a lot of talk about that. You shouldn't sell it after that date because you want the consumer to have enough time to use the merchandise. It's not right for a store to hold on to merchandise and sell it when it's going to go sour the next day. If it does then there should be redress for exchange.

Labeling is another aspect that I'm working very hard on now. I want the consumer to have at the point of purchase, right there when she looks at the items, all the information she needs. I don't think she has to be a walking computer to have to figure out what's the best buy - 13 and 2/3 ounces for 27¢ or 19 and 6/10 for 50 something cents I don't think she has to be good in mathematics. And I don't think she should have to take a slide rule shopping I think that pricing should be clearly understandable.

Open-dating should be clear and understandable: July 7th or 7/7 ... month and date should be stated in a way that is understandable and not in codes which don't mean a thing to anybody except the manufacturer, and are only meant to confuse.

I'm for openness and full disclosure and I think every firm should be given the investment guarantee not profit guarantee, they got for having efficient management, but the investment guarantee similar to the kind they get in order to give that kind of advantage Since it is now an issue, you should understand it

There must be models in the community for certain principles of that kind, so that I think we should definitely try to implement that. In addition to that - what government could do there are laws protecting us, there is this investment assurance of guarantee, is to initiate consumer ideas, consumer components in any urban redevelopment

It was very difficult, some years ago to get a consumer component written into those plans The hardest fight I had was to try to get some appropriation in the OEO Bill, instead of consumer components in that legislation, so that people could have a place for learning. We have had to learn these things We don't know all the answers yet But we have got to be willing to experiment in those social areas as we do in the scientific areas.

So much for the legislature area. There's the building and

planning in the housing area and social areas that are so important to us. Then in addition to that we must not underestimate the importance of the activist groups in the community.

I think the activist groups have made a great contribution to the visibility of many of these problems and are really helping to point up to these solutions Some of the work that has been done to get a lot of these people who have overextended credit to take out bankruptcy, is commendable These are the laws on the books to assist people in those situations

Most people don't understand bankruptcy at all. But the very fact that some of these activist groups have taken things within the system, have used the tools that are handy and which people don't know about. For example bankruptcy procedures was a great thing. Firms do it all the time It should be a component that people ought to know When that happens we will not have people extend credit as easily if they know they are likely not going to get it They are going to have to repossess and all the rest of it

Then I think we have to understand that we have to change the Garnishment laws. Now we worked awfully hard until we could get a garnishment provision in this, and we did get it. I think garnishment should be abolished completely It should not be tied to job verbally, there are other solutions to that problem But some of the tragedies under the harsh garnishment law are tragic and we have to work on

other solutions for that. We have to develop a lot of cooperative kinds of binds and cooperative types of activities.

I have no great solutions to these problems, but roughly that's the philosophy that I have.

There was a question and answer period.

INNOVATIVE ANTI-POVERTY PROGRAMS: OPPORTUNITIES INDUSTRIALIZATION CENTER AND ADULT ARMCHAIR EDUCATION

Mrs. Alexis Roberson
Curriculum Specialist
Opportunities Industrialization Center

The realization that there exist nationwide pockets of poverty has stimulated interest for their eradication. While there have been many proposals to help the poor, and a few have been put into effect, most of the effort has been less than successful. If it is maintained that individuals in poverty are lazy and programs are not devised to foster incentive and to retain adults to re-enter the world of work, our own inadequacies are revealed. A perspective which fails to see the poor as human beings but rather as inefficient machines is part of the problem. Dehumanized poverty programs have largely failed because the primary effect has been not to help the poor learn how to help themselves but to make them more dependent and keep them at the bottom of the industrial system. Unless poverty programs strive to help the poor develop their own capacities and sense of relevance as human beings, we cannot expect much progress. We must involve the poor in decision making affecting their lives. In large measure, the beneficiaries of poverty programs have been the professional and government bureaucrats at all levels. As long as the primary focus of programs to alleviate poverty is upon manipulating the poor as objects rather than upon their involvement, we can expect little geniune progress.

While economic, political, social and educational components must

be developed in any program, all of these aspects must build upon the central notion of enlarging one's values and one's self concept and developing new motivations.

There are many poor people who are so marginal that they do not qualify for welfare or any other form of assistance. They are the people who only have a minimal contact with society and not visible enough to be counted. It is tragic that "the other America" can be neglected without guilt or a sense of shame. And most important, it is estimated that 15 million children live in poverty, which tends to transmit the culture of poverty across generations.

An important ingredient of any anti-poverty program must be education if real change is to be achieved. The education and training needed to become employable must be supplemented by meaningful learning experiences that help the poor learn how to cope with the social forces that influence their lives.

The lack of marketable job skills in today's growing technological revolution is directly related to problems of poverty, unemployment and crime in America's inner cities. A root cause of this problem is insufficient education to obtain and use opportunities to gain a skill and to help employment. These relationships are thoroughly documented in various demographic, educational and manpower studies.

In the Washington area unemployment and sub-employment are largely due to personal employment barriers rather than to limitation due to economic conditions. An analysis in April, 1969 shows that of 13,131 persons interviewed, 7,498 individuals (41%) have serious barriers to employment. Unemployment and underemployment for these people repeats the familiar story of inferior education - 58.3%. In one large area of the

city, 55% of the adult population had less than nine years of schooling.

Realizing the need for positive action and noting the success of the Opportunities Industrialization Center in Philadelphia, a group of clergymen in the Washington area under the Leadership of Reverend Earl L. Harrison, Pastor of Shiloh Baptist Church, entered into conversations with many clergymen from various denominations. These clergymen together with representatives of the United Planning Organization met several times. As a result of these meetings and the interest and guidance of Reverend Leon H. Sullivan, the Washington Institute for Employment Training was born in the summer of 1965.

The new organization was incorporated under the laws of the District of Columbia on July 2, 1965 as a non-profit organization. Although incorporated as the Washington Institute for Employment Training, philosophy and policies were patterned after those of OIC in Philadelphia, and after a period of time the title "Opportunities Industrialization Center in Washington, D.C. (incorporated as the Washington Institute for Employment Training)" was used. On October 3, 1966, By-laws were adopted by the Board of Directors.

During September, 1965, the Board of Directors engaged Reverend David H. Eaton as its Executive Director. Working with a grant ot $29,525 received from the Ford Foundation through the United Planning Organization, the Board created a program, to demonstrate that a large scale attack on unemployment and underemployment could be made through a dynamic new approach in training methods, and gainful employment in competitive labor market could be attained by the population trained.

Coincident with the incorporation of the Washington Institute for Employment Training, the appointed Executive Director emplyed a full-time

secretary, borrowed an experienced Job Developer from United Planning Organization and recruited and unpaid volunteer from the community who was experienced in teaching techniques suitable for training the target population.

These four individuals, all destined to become permanent staff members, opened a small office in quarters donated by the Shiloh Baptist Church, utilizing church facilities for meetings which required more space.

The new OIC staff formed the nucleous of an organizational and planning group consisting of local volunteer individuals, agencies, business organizations and church and civic groups. Some of these early organizers, the role they performed then and now and their relationship with the Executive Director and his staff are outlined below:

Board of Directors - The Board of Directors was established to operate as the governing, policy-making body of the OIC in Washington. The Board was made up of lay community persons, educators, labor leaders, business and professional persons, clergy and representatives of the CAP Neighborhood Development Centers.

Individual members of the Board were assigned tasks of reviewing specific aspects of proposed and approved programs. Regular reports were made to the Board on the status of planning and progress. All decisions affecting OIC policy came from the Board and was implemented by the Executive Director who served as ex-officio member of the Board.

At present, the Board operates in much the same manner, consisting of four (4) operational committees; the Personnel Committee, Fund Raising Committee, Nominating Committee and Executive Committee. Representatives

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of the poor comprise no less than one-third of the Board of Directors.

The OIC Institute - At the time OIC in Washington began its operation, the OIC Institute was just getting organized in Philadelphia where the prototype is also located. The prototype at the inception of OIC in Washington was only two years old, and the staff for the Institute was drawn from this prototype. Therefore this was also the period of staffing and defining of goals and objectives on the part of the Institute, a time when OIC in Washington needed the Institute most. The help that the Institute was able to offer in terms of its top administrative personnel was most beneficial in the area of funding. The field representatives offered some help however, OIC in Washington developed its operation mainly through the process of trial and error and the constant refinement of its operational strategies to fit the needs of the program. Since that time, the staff at the Institute has developed their talents and expertise in areas of services needed by developing OICs in general and now are able to offer tangible and specific help.

Business Organizations - From March, 1965 to August, 1966 the Executive Director and staff were engaged in proposal writing and visiting some 2,000 businessmen in the Washington Metropolitan area. They met with persons in groups as large as 64 and as few as one. The basic story was the same, the OIC philosophy of self-help and how OIC proposed to utilize this philosophy in training and job placement of underprileged and underemployed persons. Emphasis was placed on the necessity of a cooperative effort, that in order to serve industry, the program had to be tailored to industry needs and therefore, only industry could determine the kind and extent of training.

Out of this type of candor and contact, a meaningful relationship was formed with approximately 150 businessmen in the Washington community out of the 2,000 initially contacted. These men formed into committees and assisted in selecting courses of study, helped obtain donations of equipment, screened applicants to teach technical courses and assisted in curriculum planning.

As in roads with industry were achieved, advisory groups were formed from company officials representing the various occupations under considerations for skills training programs....

The advisory groups met frequently until courses were established and operating as planned. Almost daily telephone contact was maintained with some businessmen until various training difficulties were resolved.

Since establishment of skills training courses, advisory groups have continued to work with OIC in much the same manner; assisting in course planning and evaluation, fund raising and donations, referrals of prospective trainees to OIC, and providing advise and support on job placement.

Church and Civic Groups - Many church and civic groups assisted OIC during the organizational period primarily in publicity and fund raising efforts.

The institution of "OIC Sunday" in as many churches in the city as possible was one of the major goals of the Board of Directors and the Fund Raising Committee. "OIC Sunday" was held in many of the "storefront" churches. During this Sunday, the program of OIC was preached by the ministers of the churches and a collection for OIC was received.

Many churches donated space and facilities when OIC needed ac-

commodations for group activities. Although OIC is now occupying permanent quarters, space is limited and it is necessary to utilize church facilities from time to time. Churches willingly donate this assistance and continue to actively support the program.

Resident Participation - Residents of the communities to be served were directly involved in the establishment of OIC through discussion held with the Metropolitan Advisory Citizens Council and the local citizens advisory groups.

Residents of the area to be served were involved in an advisory and review capacity to the program. Also, nominations to the OIC in Washington Board were secured through representatives of the Employment Committees of the local Neighborhood Development Centers.

In addition to training individuals for employment in Government and industry, the OIC program is especially designed to hire many indigenous residents of the community. These residents have made up the majority of non-professionals paid staff, i.e., counseling aides, custodians, clerks, and clerk-typists.

Labor Unions - Organized labor was actively solicited for support during the organizational phase of OIC. However, results were not as positive as with other groups. Although OIC has continued efforts to make a substantial break-through in this area, progress has been slow. It is beleived that wide acceptance of the target population by labor unions is inevitable and OIC will continue to work to acheive this recognition.

Volunteer Workers - Individuals from professional and technical ranks, as well as from the community at large, were actively recruited to perform volunteer service. Response was gratifying and many hours of

full-time and part-time work was donated.

Volunteers continue to be solicited to assist in special areas of need. Qualitative work has been performed by these individuals in they are of vocational training, planning, cost analysis, curriculum writing, building renovation, construction supervision, counseling and many other areas.

Graduates of OIC have been encouraged to become OIC volunteer workers as an incentive to themselves and other trainees by becoming living success models of the OIC Program.

Organization and Administration - The program originally established had four basic components - Feeder or Pre-Vocational Training Counseling, Vocational Training and Industrial Relations.

Operation of the four components was placed under the administrative supervision and direction of a Coordinator and functioned as administratively independent units, each providing a well defined service to the trainee in his progressive movement toward job placement and financial security.

The Coordinators of the various departments were directly responsible to the Deputy Director. A Business Manager was placed directly under the Executive Director to provide support functions in fiscal, accounting, plant administration and staff personnel areas.

To satisfy the needs of the community and industry, the developmental period of the OIC program resulted in program modifications that required a greatly expanded operation. This growth necessitated organizational modifications in order to provide for efficient, intelligent and economical management.

During funding year 1967-68, it was decided that the organiza-

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tion could be strengthened by sharing the counseling component with Feeder and the Vocational Education Components to strengthen the support and distribution of the counselors. Mid-management positions were reorganized to provide more efficient direction to the components. To further improve the counseling section, recruitment functions were transferred to a newly established Recruitment and Supportive Services Department. This department was established to provide more emphasis on recruitment and to centralize records and statistical reporting functions.

Halfway through the 1967-68 funding year, it was determined that further change would improve the program. This change involved tightening the administrative management of the program, by decreasing the number of managers in the organization, resulting in a direct line of authority composed of four levels; Board of Director, Executive Director, Deputy Director or the Director of the two major departments, Operations and Industrial Relations. This structure allowed for:

1. Proper span of control
2. Increased organization flexibility and stability
3. Clear understanding of lines of responsibility and authority
4. Stronger lines of communication among all levels of the management chain

The revised administrative structure significantly changed the roles of the Executive Director, Deputy Director, and the Director, of the Departments, allowing more time for long-range planning, organizing and evaluation.

Experience ahd pointed out the need for stronger coordination between the Feeder and Skills Training Divisions. In order to insure

a more efficient operation, the Feeder and the Skills Training Departments were placed under the administrative management of the Director of Operations. The Director of Operations has the primary responsibility of directing and controlling the activities within these divisions.

The organizational structure mentioned above became operative in March, 1968, and was overwhelmingly successful in lending continuity to training and improving the quality of instruction and services offered by both components in the Department of Operations. Further, it resulted in increase staff morale and departmental solidarity.

Program Results - OIC in Washington has developed into an innocative and highly imaginative multifaceted program, which not only prepares disadvantaged individuals for effective employment and job mobility, but also instills in them values of integrity, reliability and fidelity, all of which foster and promote successful employer-employee relationships.

The success of the program is due largely to a number of salient features, constantly under scrutiny, revised as dictated through experimentation and proved successful through demonstration. Some of these features are:

1. Self-Help: On the part of all trainees, No weekly or monthly subsistence payments are given to those trainees undergoing training. OIC's basic philosophy is one of self-help. OIC believes that every individual who is willing to help himself can be helped.

2. Brotherhood Helping Hand: Emergency funds are available to assist trainees who experience extreme financial hardship and might be forced to drop out of the program without assistance. However, these funds are available on a one time basis only and are not granted for daily subsistance. OIC believes that every human being has dignity simply because he is human.

3. Total Approach to Personality: Building favorable self-actualization among trainees, stress is placed on inspiring trainees to develop a sense of pride in themselves and a feeling of responsibility toward their chose vocation and employment which are pre-requisites to their full participation and involvement in the life and work of their community. OIC believes in dealing with the total personality of an individual. In the 70's this approach will be broaden to dealing more comprehensively with the individual's family unit. The nucleus of this approach will be the strengthening of family ties in an effort to develop more stable personalities; hence a more stable community.

4. Partnership with Industry: Emphasis is placed on the cooperation that continually exists between OIC and industry in the acquisition and expansion of mobile labor market to aid the absorption of the graduates of OIC into financially rewarding employment positions.

5. Skills Training: Instruction is provided only in areas of "real employment," through the latest knowledge and techniques of industry, Yesterday's skills cannot prepare one for today's jobs.

6. Psychological Conditioning Interests: Trainees are sent through a "Feeder Program" as attitudinal and academic preparation for their entrance into skills training courses.

7. Wide Community Interest: The community supports OIC as an operation that is relative to the people. Young and old, middle class and lower groups continously give support financially and demonstrate an interest by visits and discussions with trainees and staff throughout the year. The staff and administrators are constantly requested to participate in local meetings of civic and church organizations.

8. Employment Follow-Up: After a trainee is placed in employment, his employer is contacted at frequent intervals to determine employment reliability.

These follow-ups are valuable to all program components. They are in reality, an evaluation of the effectiveness of the program.

Any problem uncovered as a result of the follow-up is greatest when done by personal appointment; telephone or mail is used only when time does not permit the personal visit.

Overall success of the OIC program is measured by the number of individuals who are successfully placed in training-related jobs following certification, and the number who remain on these jobs over a long period of time. For this reason, continual emphasis is placed on the timely and accurate development of follow-up information.

The current OIC curriculum lists eight (8) courses, including Clerk-typing, Computer Operations, Keypunch, Business Machines, Auto Mechanics, Cashiering, Offset Printing, and Multi-Skills.

OIC presently has a staff of approximately 115 persons, average salary of $7,500.

Recruitment, registration, counseling, remediation, vocational training and job placement are the progressive phases of OIC.

As soon as an applicant is admitted to OIC, he is assigned to a counselor who remains with him until he leaves the watchcare center.

In addition to advising the trainee on mattters directly relating to the training program- the counselor helps him secure legal aid, food stamps, Medicare, etc., if he is eligible for such programs and if he needs such assistance.

With the counselor's help, the new trainee learns about the courses available at the Center and what the requirements of each are. The individual is given the opportunity to participate in the course study best suited of his needs and abilities.

Prior to entering the actual vocational training program, each student is required to go through what is called the Feeder Program, another unique aspect of OIC.

Before a student can be fed into vocational training, he is equipped for the working world with a new attitude, perhaps a new haircut, and proper motivation. In the Feeder Program, the trainee is taught consumer education (budgeting money, credit buying, banking procedures),

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remedial reading, writing and arithmetic. He also is taught good grooming, work habits, language and dress appropriate to the business world. There also are classes in minority history.

The Feeder Program lasts from two (2) weeks to three (3) months, depending upon the individual's needs.

Following satisfactory completion of the Feeder Program, the trainee moves into the Skills Training segment of the curriculum. Here the student receives instruction in the course of study he has selected.

Two weeks before he is scheduled to complete the course, a certification conference is held to discuss the student's suitability for job placement. The conferees are his instructors and his counselor. If in their considered opinion he is not ready, he continues in class until his deficiency is corrected. If the certification committee decides that he is ready to graduate to an actual job, he is referred to the OIC Industrial Relations Department, which places him in a job which makes use of the skills the Center has given him.

But the watchcare of OIC does not end at job placement.

Formal on-the-job evaluations are made of the recent graduate by his supervisor at the end of two (2) weeks, three (3) months and six (6) months on the job.

The evaluations are sent to the Industrial Relations Department.

If the student's performance is satisfactory (as most are) no further action is taken.

If however, the student has some difficulty, his counselor visits him and his supervisor and works with both to help them over rough spots and keeps the student on the job.

The Opportunities Industrialization Center (OIC) in Washington)

has established an outreach vehicle through which individuals bounded by forces of poverty can become aware of and use the opportunities for improvement that exists in the Washington area.

This vehicle is called the Adult Armchair Education Program (AAE). The AAE program in Washington is patterned after the highly successful program in Philadelphia, Pennsylvania.

AAE offers a new form of Adult Education that carries the OIC philosophy directly into the homes of the community it wishes to serve.

OIC early recognized that the man in the street had to be motivated to become involved in Adult Education as well as Skills Training and Job Placements. The Adult Armchair Education (AAE) Program was conceived as a major innovative approach to reach out and develop those who normally are unreached by existing programs and educational structures. Major features of the AAE Program include Basic Adult Education in the homes; emphasis upon instruction, counseling and community development use of relevant education materials a curriculum which speaks to the trainees' day-to-day problems; and referral to other resources and programs that are needed and wanted by the trainee.

The program feature use of community homes, one night a week over a ten week period. Trained indigenous para=professional are employed as recruiters. A professional staff is used as counselors and group leaders as well as extensive use of referrals to educational, social services and other agencies.

Group leaders present a program designed to motivate poverty participants to continue education and training. Subject areas are Consumer Education, Minority History and Community Problems. Arithmetic is introduced in lessons on Consumer Education and reading skills develop-

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ment in integrated as part of Minority History and Community Problems. Further interest in and use of skills are developed through Community Development projects focusing on immediate problems of neighborhood and alleviating problems by cooperative use of existing governmental and community agencies.

Guidance and counseling resources are available to students for immediate personal, vocational, health, and family problems.

Recruitment operate in direct face-to-face contact with the community tosecure homes, volunteer hos /ostess and students.

AAE is a "delivery system" for existing social service agencies.

It is AAE's aim to be a unique demonstration that the masses or issolated, disadvantaged citizens can be effectively involved in self-help efforts through Adult Education. For there exists today a great reservoir of untapped talent and undeveloped skills among people in the great urban cities. AAE shares the belief with others that new techniques and new channels of education must be provided to reach those who despite severe economic and environmental limitations, want challenge of adult education and searches to demonstrate an American solution to an American problem - full participation for all people.

THE FIRST AND SECOND RECONSTRUCTION: AN INTERPRETATION

by

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History, it is often said, repeats itself; but no event or incident, however similar, recurrs as it originally happened. Yet when viewed from the perspective of fifty or a hundred years there are certain trends and developments that are similar to more recent events Historians know that comparison between what happened centuries ago and contemporary events can be invidious but such considerations can also be instructive in providing knowledge and understanding of the past and the contemporary present. Moreover, such knowledge can provide the activists, reformers, social and community workers with information and understanding needed to mobilize forces to "accent the positive" and neutralize the negative and achieve meaninful change.

To be more specific, there are striking parallels between the era after the American Civil War known as Reconstruction (1865-1877) and the more recent period since 1940's to the present. The few historians and social scientists who have considered these eras have differed as to terminology rather than the facts. That is to say, some have considered the eras as the First and Second

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Reconstruction and others view these epochs as the First and Second Revolutions. Each has validity--the first regards the Reconstruction following the American Civil War as the reorganization and rebuilding of the social, economic and political order. The concept of revolution presumes that there were charges so profound between 1965 and 1877, and 1945 and the present as to alter the course of the previous era. Regardless of the terminology there are common factors. Violence, terror and the shift of power from one group to another are sequences in the process of revolution. The common denominator in each era, whether it is called Reconstruction or Revolution, is alteration in the old regime. This change is usually manifested by a shift in power from one group to another even though the control may be temporary.

When the Civil War ended, with the surrender of General Robert E. Lee at Appomattox on April 9, 1865, four million slaves were free. Indeed, as soon as federal troops entered the South slaves ran into their lines. Certain Union generals, such as Benjamin Butler and David Hunter, not only extended protection to slaves but developed the concept that blacks were "contraband" or "articles of war" to be held. In some instances these "contraband" became a part of the armed forces; in others they were settled on the abandomed farms from which the owners

had fled in the wake of the advancing U. S. troops. In the Sea Islands of South Carolina, the land-owners fled when the U. S. Navy with armed soldiers invaded the area; 9,000 slaves were left. A similar development took place in southern Louisiana; in each instance the blacks remained to cultivate the soil and make crops. Northern men and women, white and black, who were educated, along with a few educated Southern blacks, came among the freedmen to open schools and provide other services. They came in the South as teachers, ministers, and employers of the Freedman's Aid Societies and the American Missionary Society. Professor Willie Lee Rose presents this development in her award winning book, Rehearsal for Reconstruction. Charlotte Forten, a young free Negro woman from Philadelphia and granddaughter of the sail-maker, James Forten, journeyed to the Sea Islands of South Carolina to teach and assist the contraband. - an experience which she relates in the Diary of Charlotte Forten. Similar developments took place in Mississippi and Arkansas.

Although freedom of the slaves was not originally a war aim----saving the union was the initial objective.....by 1862 the slave system was crumbling. Congress, on April 16, 1862, passed an act that abolished slavery in the District of Columbia and several months later, on June 19, 1862 enacted a law ending slavery in the territories. As the Union armies penetrated the

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South the slaves were liberated.

The four million slaves, who were freed by the federal armies and were formally emancipated by the ratification of the Thirteenth Amendment on December 18, 1866, were in many ways very different from what they were four years before. Many of them were farming and taking care of their families. They were establishing churches and schools, learning to read, write and count. In addition to the slaves who were emancipated, 182,000 black men served as privates, commissioned and non-commissioned officers in the army of the United States and many of them taught their fellow soldiers how to read, write and count. Indeed, one regiment, the First U. S. Colored Troops collected money to assist in founding a school. Other literate and trained black men and women were teaching and establishing schools, churches, and other organizations to assist the orphans and destitute children and to improve the social and economic condition of their people. Many freedmen acquired land, others who had learned a skilled craft or trade were supporting their families.

There were also former slaves who were establishing stable family relations and building a new way of life. They were eager for education. There were also those who were searching for their loved ones...wives, husbands, children, relatives....from

whom they had been separated by sale as slaves. Indeed, the main roads in the South were filled with blacks traveling back to their former homes. Several news correspondents who observed this movement concluded that the freedmen were taking a holiday by roaming aimlessly around the country and refusing to work. Another correspondent, Sidney Andrews of Massachusetts, noted that many Southerners "hope some system of peonage or apprenticeship will be established as soon as the State (South Carolina) gets full control of her affairs." The common view among many Southerners was that the freedmen would not work without being forced to do so. Although some blacks were moving about "testing their freedom" many continued to work the lands on which they were settled. Those on the Sea Islands of South Carolina believed they would be able to purchase or rent the lands they had cultivated since 1861. They, along with hundreds of other freedmen, were disappointed. The United States government returned the land to the Southern owners and blacks had to accept the terms of their former masters or leave and seek employment elsewhere. The dream of "forty acres and a mule" was not fulfilled.

Along with the return of the land to the original owners, President Andrew Johnson issued on May 29, 1865 a proclamation of amnesty and pardon to all who had participated in the

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rebellion except those who had held high positions in the civil and military services of the United States and those who were known to have treated black Union soldiers other than as prisoners of war. The Congress, which was more responsive to the changed status of the blacks, enacted bills that quaranteed blacks civil rights. Specifically these acts extended to blacks all the laws and procedures for the security of their person and property. The first Civil Rights Act was passed by Congress over the presidential veto of Andrew Johnson on April 9, 1855. By an act of May 2, 1866 it was a federal crime to carry off any freedman with the intent to keep or hold him in servitude. The act of May 21, 1866 abolished involuntary labor to pay debts. A year later in March, 1968 Congress enacted the first of four Reconstruction Acts that radically changed Southern politics by placing United States Army officers in control of the region and providing for new elections under federal supervision. In the election only the unconditionally loyal male voters including former slaves were eligible to participate; thousands of white Southerners were ineligible to vote. Other acts passed in March and July, 1867 and March, 1868 provided in detail for the conduct of state and local elections, applied federal power to prevent persons who had supported the rebellion from voting if they had not compiled.

with the requirements of taking the oath of allegiance. These laws also protected blacks in their right to exercise the suffrage. Congress also enacted three enforcement laws to protect blacks in the right to vote. Specifically these laws prohibited discrimination in voting, intimidation of voters and conspiracies to restrict or limit the voters in exercising their rights.

An act of April 20, 1871 provided penalties for conspiracies by the Ku Klux Klan to deprive any citizen of his right to vote. Other laws provided that service to blacks in places or public accommodation, inns, public conveyances on land or sea - theatre and places of amusement must not be denied to any one because of race, color and previous condition of servitude. The Act of 1875 classified the rights of citizens by providing that no one could be denied the full and equal employment of goods, services, privileges and advantages of accommodation in public places. Such exclusion could not be denied on racial grounds.

Indeed, the acts of Congress and of the various restored state governments altered American law and changed the states of all Afro-American. In fact, the old regime was altered by law to provide equality of rights for all citizens.

This was the First Reconstruction or the First Revolution in the status of Blacks; slavery abolished, equality of rights adopted and incorporated into the fundamental law of the land... the Fourteenth Amendment. The right to vote also assured under the Fifteenth Amendment.

Those of you who recall your American history know that there was a reaction to the new era between 1876 and the turn of the 20th century. The quantity of equality and political and civil for blacks was weakened. One distinguished historian has termed the peroid between 1876 to 1901 as the Nadir". This historian has also characterized this era as the "Betrayal of the Negro".

There were many factors that conditioned this change. For former slave-owners and their poor white supporters, the ballot was the key to white supremacy that would give them the power to control the black people. Moreover, the violence, intimidation by the Ku Klux Klan; night riders, employed to effect change and the ensuing brutality are well known. There was an official investigation that filled volumes but there was fundamental change in policy. National leaders, generally adopted a "hands off policy".

When blacks took their cases to the federal courts and the U.S. Supreme court, they got no relief. In 1878 the U.S. Supreme

Court declared a Louisiana statute that forbade segregated facilities on interstate travel unconstitutional on grounds that the law imposed an undue burden on privately owned interstate facitilits. In the Civil Rights cases of 1883, the U.S. Supreme Court ruled the Civil Rights Act of 1875 was unconstitutional. The court declared that the Fourteenth Amendment prohibited discrimination by states rather than by individuals.

In a series of cases, the Enforcement Acts were weakened, by intimidation and violence by secret societies such as the Knights of the White Camelias, the White Brotherhood and the Ku Klux Klan. Members of these organizations destroyed blacks and threatened whites who portested against the unlawful attacks, beatings, and murders. In addition to the violence and intimidation, the Southern states enacted new black laws of Jim Crow after the court decisions. States also held constitutional conventions and revised their constitutions to make voting dependent on one's grandfather. The U.S. Supreme Court in 1915 declared such laws unconstitutional.

In addition to altering the suffrage laws, the southern states held constitutional conventions in which laws were enacted to segregate blacks. The new Constitution (state) provided new qualifications for voting, separate schools for white and blacks,

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separate hospitals, separate accommodations on public corners. New voting requirements and procedures were instituted. Along with the new statutory enactment, blacks, unable to obtain land of their own, were compelled to work in the system of tenancy and share-cropping.

Under this system, the effect was to bound blacks to the land in the same way as the serfs of medieval Europe. The caste order based on race was reinstituted and as inclusive as the old order of slavery.

The goal of the blacks during Reconstruction for 40 acres and a mule, that is, a plot of ground (a stake in society) for a way up for a free man was never realized. Under the share-crop system or rather the crop-lien system the social and economic consequences to the croppers and their families were devasting. Under the system the blacks (there were also whites but the majority were blacks) were hired to grow a crop of tobacco or cotton for which they received a share of the crop. Usually in the 19th and 20th centuries the shares were one third for the use of the land; one-third for use of the draft animals, seed, fertilizers, and farm implements. The cropper, however, had to live while he and his family cultivated the crop. So he purchased whatever he needed... food, clothing, ... from the planter-owned store on credit. After the harvest, the cropper was in debt to the

landlord or planter. the cropper's share having gone to pay for the supplies he purchased to feed his family while they were cultivating the crop

In fact. the system of share-cropping took the place of slavery. The southern tenant was bound to the land because of indebtedness. limited in access to schools for his children. and restricted to a limited diet. Southern tenacy like slavery was not only an economic system but a social and political order. It was a self-perpetuating system. The tenants were ignorant and had no idea how much was due to them or the cost of living. or of interest charges. They were ignorant and dependent and constituted a cheap docile labor supply. Even more pervasive was the fact that the tenant - share cropping system was a self-perpetuating system. By the turn of the twentieth century in the region south of the Potomac and the Ohio River to Texas and the Gulf of Mexico. there were 402. 000 white croppers and 229. 000 black share croppers

As for the First Reconstruction by the turn of the 20th Century "the revolution" seemed to have gone backward.

Several American historians writing in the 1930's and 1940's interpret the First Reconstruction as an economic conflict in Marxian terms. That is to say. such historians Louis M. Hacker. noted the struggle between the landless whites and

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blacks and the planter class and saw the struggle as an economic class conflict. The famous historian Charles Beard characterized the period as "the truimph of capitalism." It is time that the American Civil War and Reconstruction thrust the United States into a new era .... of unparalleled economic development of industrialism under the corporate structure. Other historians, such as Louis M. Hacker, and Dr. W. E. B. DuBois, the latter in Black Reconstruction, analyzed the conflict between the workers (agricultural and industrial) and the corporation owners for adequate wages and working conditions as an economic class struggle. To be sure there has been a long struggle of certain men to organize industrial workers and farm workers. In the years between the 1900 and 1930 there were bloody encounters between the industrial workers and the corporation owners. Among agricultural workers the tenant system tightened and became more pervasive. Blacks who were arrested for petty crimes were, in the South, a source of labor under the convict-lease system. Under this system, the state leased prisoners (mostly blacks) to plantation owners to work out their terms. World War I broke this cycle temporarily but the system continued through the 1930's and even later.

World War I brought economic prosperity to the agricultural South but in the 1920's it sank into a depression with the

collapse of the world markets—The South became "Economic Problem No. I". .... for its poverty was deep rooted. Blacks, however began leaving the South at the outbreak of World War I; in fact the. migration was so formidable that many scholars consider it as an "exodus " .

The streams of population moved North and West. Disillusionment with the Republican party leaders and with Republican Presidents. especially Herbert Hoover who had refused to speak out on the lynching of blacks and the President's appointment of a North Carolina judge to the U. S. Supreme Court who had spoken against blacks participation in politics. led many black leaders to reject the Republican party. Black leaders advised their people to support Franklin D. Roosevelt... they did

President Roosevelt adopted a liberal personal attitude towards blacks. He appointed capable black men and women to governmental positions. initiated new federal programs. and moved against discrimination in employment in Executive order 880 2. Charles Houston. distinguished black lawyer. for the N. A A C P. and Dean of the Law School of Howard University. challenged in law the "separate but equal doctrine" set forth in the Plessy vs Ferguson decision. A series of favorable decisions reversed previous decisions.

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The unemployment relief act of 1933 had a clause providing that no discrimination shall be made based on race, creed, or color. The New Deal farm program had a significant impact on black-white relations under law. Owners, cash tenants, share-croppers on cotton lands had to vote on crop restrictions and reduction. Blacks voted.

By 1940, however, there were noticeable shifts in the black population. By that date there was a noticeable loss of blacks in the southern states: Alabama, Arkansas, Florida, North Carolina, South Carolina, Mississippi, Tennessee, Virginia, and Georgia. Twenty years later, in 1960, one half of all blacks in the southern states lived in cities. The movement out of the South increased greatly after World War II. The majority of blacks migrated to the big cities in four states; i. e. California, New York, Illinois, and Michigan.

In general the farm population declined. In fact, seventy three percent of all blacks in the United States in 1960 were living in urban areas in the central districts of the large cities. They moved from rural poverty and exploitation in the South to urban misery and discrimination in other regions. Coincidental with this development, during the 30 years since 1930, were other significant changes namely:

(1) Increase in number and voting power of blacks in Northern cities.

(2) The Civil Rights Revolution of the 1950's - 1960's and legislation to widen suffrage, prohibit discrimination

(3) Increased Militancy of blacks

(4) Federal legislation providing for programs to improve the economic conditions of the poor, to provide educational facilities from day care centers to higher education, and assist in improving health care of children, senior citizens, physically handicapped.

The Second Reconstruction or Second Revolution is not as compact as the first. The second reconstruction had its orgin in the developments that promoted the New Deal and World War II. The domestic program of the New Deal..... federal relief work programs and the unemployment relief acts.... were bold and daring programs to meet an emergency. Where agriculture was concerned, it was an ambitious plan to rehabilitate agriculture and eleminate tenant farming. The domestic program of the New Deal... federal relief and work programs and the Unemployment Relief Act of 1933 provided that there should be no discrimination based on race, color, or creed. In the farm program the aim was to raise the level of farm commodity prices, ease the credit and mortgage load, and in return for government subsidies farmers would reduce the production of certain staple commodities or crops. Farmers would either rent the government land taken out of cultivation or restrict allotments in return for benefit payment. Marketing agree-

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ments would be negotiated by the Secretary of Agriculture in the production of citrus fruits and dairy products. The agriculture plan was expected to bring cash payments and at the same time raise crop prices.

The New Deal Farm Program initiated in Franklin Roosevelt's administration, though primarily economic, had important political and social consequences upon white-black relationships. Under the terms of the law, tenants, share-croppers and owners had the right to vote on the construction of crop restrictions and/or reduction; that is, the limitation of acreage under cultivation of such crops. Blacks voted freely in certain areas, in others there was subtle intimidation. The farm program provided for loaning money to farm operators and blacks shared in the program. Some scholars who have studied the farm loan program state that the loans to blacks were in larger amounts than to whites.

Although there was improvement in the condition of some rural black farmers, many remained below the poverty line, and from this latter group there was a steady migration into Northern urban centers.

In 1960, the Nation rediscovered poverty. Of course, scholars and publicists, such as Michael Harrington, focused emotions on what was the nature of the "Affluent Society." The "Other America were those outside of the affluence... the blacks,

the uneducated the elderly, the children and other minorities.. (Indian, Puerto Rican, and Mexican Americans).

Coincidental with this "rediscovery of poverty" was the increasing militancy of the blacks in their drive for equality of rights. The demonstrations by students, .. marches, sit-ins, clashes with police the physical deterioration of large section of the cities and riots emphzed the blacks' discontent and economic condition. During the early 1960's the national government launched a program under the Economic Opportunity Act of 1964 known as "the war on poverty."

In 1960, there were more than three and a half million blacks unemployed, of whom more than one third were janitors, porters, truck drivers, delivery men, construction laborers, and unskilled workers Of the two and one half million black women employed, over two thirds were in low paying jobs that required little or no education and training.

During the 1960's, however, the public awareness of the status of blacks in the United States and the militant agitation of inter-racial civil rights groups to educate the American Public resulted in federal civil rights legislation. And, the Second Reconstruction began.

Like the First, the Second Reconstruction was carried by the Federal government - that is to say, the action was by the

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the United States government with blacks and coalitions of whites in initiating suits mainly through the N. A A. C. P Southern blacks in a coalition forged to meet a particular situation in Alabama developed a movement which stirred the nation under the eventual leadership of the Rev. Martin Luther King. Modern technology through the television revealed the brutality stirred by passive resistance techniques, by blacks to attain equality of rights in the South.

Under President Harry Truman's administration, the first national Committee on Civil Rights had been set up in 1946. The committee was instructed to make recommendations for the establishment by legislation or other procedures for the probition of the civil rights of the senate of the United States.

Coincidental with the formation of this group was the creation of another . . the Commission on Higher Education. In 1947 the latter Moderates formal report in which it focused attention on the unequal opportunity afforded because of "color, religion and national orgin." Subsequently, through a series of executive orders by the president of the United States: congress enacted the Civil Rights Acts, and the U. S. Supreme Court in decision, especially in 1954 banned segregation in the public schools. A second revolution occurred in

in which the caste order based on race was weakened and undermined. Since 1937, the U. S. Supreme Court has been responding to change to implementing into law the concepts of equality of rights under the law for all Americans regardless of race, sex, or previous condition. The great change that began in the 1930's was not a change in the approach o the power of judicial review but a shift in the application of the court's power. The new direction of the Supreme Court and its decision altered the caste order that restricted black Americans by striking down as unconstitutional certain state and local practices, laws and statutes. Through a series of court cases brought by the N. A. A. C. P. requirements for voting in local, state elections were modified. That is to say, the U. S. Supreme Court declared invalid such requirements as poll tax, literacy tests, the white primary, refusal of membership in a political party by regarding the party as a private club whose members could be restricted, and unfair testing of literacy Although the southern states challenged the U. S. Supreme Court, the court ruled against these which some Southern States attacked and tried to circumvent blacks from exercising their rights but the court set aside these practices As the barriers fell and Negro voting in the primary and general elections increased, some individuals and leaders in the South resorted to other means; physical intimidation and reprisals

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through loss of jobs . . . but blacks persisted.

The administration of justice to blacks has a long history characterized by heavy penalties for misdemeanors, long sentences and capital punishment for offenses not generally considered capital. Closely related to the administration of justice is the practice of excluding blacks from jury lists. These practices came before the U.S. Supreme Court in 1967. In the case of Sims vs. Georgia, a convicted Negro questioned if a conviction was constitutional where (1) the local practice requires racially segregated tax books and county jurors are restricted from such books; (2) number of Negroes chosen is only five per cent although Negroes comprise twenty per cent out of the tax payers and; (3) a Negro defendant's offer to prove a practice of arbitrary and systematic exclusion from the jury but over a ten year period. The practice of sentencing blacks to death for rape of white women was also noted. In this case the court declined to rule on the defendant's questions but in a case in Arkansas the Supreme Court did hear the Appeal. In the face of persistance in some parts of the south, President Lyndon Johnson in 1966 called the attention of Congress to the need for civil rights legislation. The House of Representatives passed a bill but the Senate in a filibuster prevented the consideration of the President's proposals.

The Supreme Court of the United States in 1966 did apply the Civil Rights Act of 1866 which allowed the transfer of a criminal case from a state to a federal court under certain conditions. It became evident that the Supreme Court of the U.S. was willing to give life to old and little used federal laws to protect blacks in the exercise of their federal rights by punishing those who deprived them of these rights.

The blacks' use of the courts to secure their rights is an integral part of the Second Revolution. Indeed, several black lawyers, usually associated with the N.A.A.C.P, won acclaim in civil rights litigation. Charles Houston, graduate of Harvard Law School, counsel for N.A.A.C.P. and a faculty member of the Howard University Law School, was a distinguished lawyer in the civil rights era . . . indeed, he was responsible for forming a new kind of law. Significant also was Thurgood Marshall, now a U.S. Supreme Court judge.

More recently the civil law has been widened by court action in individual's rights to protest, the right to form associations and to participate freely in such, e.g. N.A.A.C.P. The techniques of "sit-ins," "freedom-rides," that were so important in bringing the issue of segregation in public accommodations to the U.S. Supreme Court, have become legitimate techniques of protest.

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In addition to attacking the legality of segregation and the "seperate but equal doctrine," the entire legal framework that supported segregation was weakened and altered by 1968. In the absence of federal legislation many states passed laws prohibiting job discrimination by employers and public education through the decision of 1954 banned segregation in schools. Not withstanding the court decisions, the legislation to provide funds for education from pre-school through collegiate and professional tranning, and issues of segregation in education are far from settled. Resistance to desegregation continues although the issue has currently shifted "to busing to achieve desegregation." Undoubtedly one of the most shocking decisions of the Supreme Court rendered during the Second Reconstruction was the Brown vs. Board of Education and Bolling vs. Sharp decision. The general facts of these cases are well known and their significance. Sufficient to say, that the Second Reconstruction altered the law and by statute expand to Afro-Americans equality of rights under law and opened facilities and ended by law segregation based on race. This is not to say that justice and equality under the law are accorded to all Americans but rather that the statutes, court decisions extend to all Americans equality under law.

The Second Reconstruction though not as chronologically compact as the first, seems to be ending. That is to say, there

is obvious reaction in the country to programs designed to reduce poverty among black Americans and to implementing the judicial decisions regarding school desegregation. This reaction, however, began to manifest itself in the 1960's. Even though under Presidents John F. Kennedy and Lyndon B. Johnson, the Congress passed civil rights bills, the efforts of black leaders to turn the Civil Rights movement toward job equality and more adequate housing aroused considerable opposition from organized labor. Then with the assassination of the Rev. Martin Luther King and the violent reaction by the deed committed by a white man, rioted in the major Northern cities The burning and looting of stores and enterprises not only provoked general public reaction but left blacks without homes and sources in their neighborhood for food and other services.

Coincidental with this development was the emergence Black Nationalism among young black students, many of whom had been involved in the Civil Rights movement in the South. These college trained youths began to search for ways and means of achieving power to control their communities and/or neighborhoods. The migration of blacks to Northern and upper south Southern cities resulted in the concentration of black within the inner-cities as whites moved to the suburbs. Ac-

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elerating this movement to the suburbs was school desegregation which as interpreted by the Courts required children to attend the neighborhood school. Whites, who could afford it, abandoned the cities and fled to the suburbs The central cities throughout the United States are mainly inhabited by blacks. You are familiar with these problems and as education and civic workers and leaders are familiar with the details.

Although historian agree that hist ory never repeats itself as no incident or event can ever recur in time and place. What happens is that given certain situations certain trends begin to manifest that are similar to eras in the past. Some historians and social scientists believe the Second Reconstruction or Second Revolution has ended and that the reaction is already in process. If history is any guide to what may happen, then educated people and leaders should seek to mobilize to retain as much of the legislation enacted to provide equality of rights for all men, especially blacks.

The search for power is a meaning one but no group surrenders control without a struggle. As educators, social scientists and community leaders, it is essential that evaluation be developed to return as much of the legislation and probitive measures that are on the statutes of local, state statutes and the federal legislation.

The status of race relationship has deteriorated in one sense but has improved in another. Within the black community there is diversity as to goals and aims but essentially the aims are not irreconcilable: i. e. militants, young black nationalists and black scholars, politicians, and leaders. The dialogue, realignment of groups and search for power positive developments. An understanding of history and its past may furnish some insight into the new era. Although there will be continued reaction, the new era can only be a better one if we understand the nature of the present system and as educators train our students so they will be knowledgeable and will have the tools and techniques to push democracy forward so that freedom and equality of rights can be achieved for all Americans, white, black, red and yellow.

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THE PROBLEM ORIENTED EXPERIENCE APPROACH and ADULT BASIC EDUCATION

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There seem to be some common elements in the successful approaches to an instructional situation associated with the names of Dewey, Montessori and Fernald. Dewey, of course, was concerned with all types of learners while Montessori and Fernald are known best for their efforts with disabled learners of various kinds. These elements can be successfully utilized in work with adults in basic education programs in various types of situations.

A major common element is the motivation of the student - accepted and used on his terms. This involves several crucial points. One is the acceptance initially of the student's prior experiences, plus his definition of his current functional needs, and his future aspirations. Lip service alone to such acceptance is at best inadequate and at worst hypocritical - but such acceptance can be built into the instructional situation directly in demonstrable - and effective - ways.

A second point of the motivational element concerns decision-making. If the teacher makes all the decisions in the instructional situation, the student's major learning will probably be to make his already over-developed senses of dependency and self worthlessness even stronger. It follows then

that students need to at least share in setting the purposes and directions in learning activities. Beyond this point, students need the practice of decision-making involved in summarizing and evaluating what they have learned. Of course this kind of thing is radical - the teacher spends much more time listening and guiding, and much less time in telling; it is difficult - students must work in an atmosphere where errors are reasonably expected and dealt with as normal opportunities for learning, rather than as excuses for an authority figure to apply derogatory labels; and it is dangerous-it directly encourages independent learning and thinking styles, and we all know how upsetting independent thinkers can be.

Another major element seems to follow from the first - that the tools of education are not ends in themselves, but means to far more vital and real ends in life. These skills become necessary to learn because they are necessary to solving immediate, real-life (to the learner) problems. That such skills are frequently generalizable, extendable and applicable to other situations is a bonus the understanding of which can be successfully developed gradually over a period of time. In the meantime, lets put first things first in the learner's terms. How fascinated would you be with how "Fred fiddled while fat Fido fooled around" if you needed to learn to read the driver's manual to get a driving license, or if you needed to know how to read a job application form to even apply for a job, or if needed to know

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how to read the supermarket advertisements to stretch your small food dollar further for your family?

If we extend the last point, we find the desirability of much provision for reinforcement and extension, by continuous direct application, of newly-developed basic learning skills-skills such as purpose-setting and question-developing (answers are all around us, worthwhile questions are far more scarce), locating, selecting, interpreting, summarizing evaluating and expressing concepts and relationships and feelings and information These processes are the basic tools of the effective independent learner and they require the continuous use of all four language modes-listening, speaking, reading, and writing in situations dealing with student-meaningful purposes in structured ways

I am reminded of a situation in which a series of ABE classes were surveyed simply for retention figures. Descriptively the situations, instructional and student personnel were basically similar, with one exception: one group of classes were taught with an essentially formal academic approach and in the second group a strong attempt was made to develop the principles of a problem-oriented experience approach. The formal approach stressed the lecture method plus traditional content and materials. The other classes tried to exemplify the principles noted above and the methods outlined below. At the end of the semester 24% of the students were still attending the "formal"

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classes 78% of the enrollees in the other classes were still attending.

Attrition in ABE classes is a delicate, sometimes unmentionable topic and it is obviously influenced by many things. Experiences such as that noted above do at least suggest that approaches that directly apply what we know of how learning takes place, as opposed to the "Give'em more of the same that failed them before" school, may have a positive effect on attendence.

It is one thing to discuss a set of principles regarding learning; it is something else to bridge the gap from principle to practice. The outline below is an attempt to bridge such a gap in terms of teacher and student instructional behaviors in the problem-oriented experience approach. It is developed in a specific sequence of behaviors. At each stage, the results of discussions are recorded and copies made as the basic reading matter to be used for instructional purposes at the beginning of the next stage. Thus known word forms can be recognized and reinforced by being written on 4x6 cards and filed alphabetically in each individual's pricate "Words Known" word bank (shoeboxes are excellant for this purpose). Similarly, word forms not known can be noted and, using a modified visual-auditory-kinesthetic technique can be filed in a "Words Being Learned" word bank (and skill instruction has begun). Similarly, other skills

are "built into" the instructional situation as the students perceive a need for them.

A. 1. Ask students what they feel they most need to learn about (this may be narrowed to an area such as food shopping or for a job).

- record responses verbatim on the chalk board
- try for at least one response from everyone

2. Ask students which topics seem to go together

- rearrange topics on board as students suggest, with similar ones together, identical ones eliminated, gradually developing a set of general topics, some with subtopics.

3. Ask students to decide on the order they would like to learn about the topics.

- develop the list in order or preference

4. Ask students to develop specific questions about the first topic to be tackled.

- develop subtopics and specific questions record them

5. Ask students to think about where, how and from whom they might find answers.

6. At this point the first draft of the overall plan for the first learning project is ready. Copy it from the board, have it typed and reproduced so that each student will have a copy at the next class meeting.

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3 1 At the beginning of the next class period the copies of the initial plan are passed out and the students are asked-

a. to read the plan to see if it agrees with their thinking, if they wish to leave it in its present form or do they wish to revise any part of it (This is very important in several ways, one of which is that it gives the students a chance to correct, modify and improve their own work.)

After the resultant discussion and any agreed-upon revisions are made, the students are asked-

b to underline those words on their plans that they can read. These are copied onto 4x6 cards and put into their "Words Known" word banks.

c then they are asked to underline those words which they wish to learn which end up in 4x6 cards in their "Words Being Learned" word banks

C. Similar procedures are then followed with developing a list of possible resources for answers to questions, organizing committees to work on specific subtopics, locating, selecting and organizing concepts and information. At each stage, aid in developing specific language/quantitative/learning-study skills is given as the need becomes evident to the learners. Usually in this kind of situation, much peer teaching occurs quite naturally

D. Eventually each committee prepares a report for the rest of the class which may take whatever form is most appropriate for each project: a role-playing skit, a construction project, a "TV news report", or whatever. A series of booklets written and illustrated by the students, sometimes results.

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Essentially the above approach attempts to respect the experience of the ABE student, harness his motivation, and have him share the responsibility of directing, organizing, achieving and applying his learnings. These often seem to be the very factors that were largely missing in prior and unsuccessful student contacts with "educational" situations. With this method, skills are not ignored, they are simply put into a context that seems to greatly increase the likelihood of the student achieving and using them effectively.

ADULT EDUCATION AND THE U. S. COMMSISION ON CIVIL RIGHTS

Mr. Jeffrey Miller
Chief Federal Evaluation Officer
U.S. Commission on Civil Rights

The Civil Rights Commission is an independent agency, formed by legislation in 1957. Actually it came about because in 1957 they were trying to get some real substantive legislation. The establishment of the Commission was a compromise. The people who put it through, the Eisenhower administration, thought this would satisfy the blacks, then nobody would bother us any more.

We have six commissioners who come in once a month and over-see the direction of our porgram which is done totally on a staff basis. We are not part of the administration and as such our efforts have been critical of every administration. That really leads me into what I'm going to talk about which is the federal effort of enforcing Civil Rights Laws.

We turned out in October of last year an eleven hundred page book called "Federal Civil Rights Enforcement" and we followed it up two months ago with another report, "Evaluating What's Happening in Our Nation" which is very little.

Essentially what we're talking about is something the Attorney General likes to talk about which is law enforcement. Just plain old law and order, the same as fighting narcotics or violence in the streets. Somehow when it gets down to Civil Rights there's an indication of rights in certain segments of the population, be they women, Blacks, Mexican Americans, or Puerto Ricans, somehow the attitude shifts.

You have basically a public consensus against narcotics and violence in the streets One of the great problems in the civil rights area is you don't really have a consensus about civil rights in the United States. You had in the early mid 60's a consensus in the North about civil rights in the South. But then when everybody began looking in their own back yard, they realized it was Northern schools that was as much of a problem as Southern schools'desegregation and the segregation in suburban areas, and housing segregation

The basic thrust is that when you do have a consensus the government can take very fast and effective action. When we began having hi-jacking, they set up the air marshall or sky marshall. They developed machines to search people We reduced hi-jacking in the skies quickly. We haven't had that kind of success or experience in the Civil Rights area.

When the government wanted to mobilize for May Day, they were able to get all sorts of troups and tanks to get things the way they wanted. But when the government wants to integrate school districts it takes them five years because of the slow manipulation in courts.

After the Civil War, you had the period of civil rights legislation and a period when this legislation was made null and void. Then the government withdrew from the scene. Not only did the federal government withdraw from the scene, but the government became an active discriminator. Within the federal civil service you had Woodrow Wilson and William Howard Taft, presidents of the United States resegregating civil service which had been previously desegregatdd by people like President Theodore Roosevelt.

Then you had all your early court cases which ultimately lead up to Brown vs. the Board of Education Topeka, Kansas, in 1957 Civil Rights which was very weak on voting came into effect. There is a very interesting story about this.

President Eisenhower's attorneyGeneral Brownell introduced this act without Eisenhower knowing about it. Then Eisenhower was asked in a press conference whether he supported the act, which in fact he apparently did not. He was faced with the choice of repudiating his own attorney general who had testified in Congress in a pre-arranged agreement with certain Congressmen, that the President supported

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the Bill. He couldn't fire his attorney general who was much too valuable a man in the Republican Party, so he had to go along with the Act. We had another very weak act in 1961 and both of those Acts were intended to keep things quiet, to get the country to move at a pace avoiding brotherhood by bayonet, which was an old slogan in the 50's and early 60's. But then things changed, when people themselves who had been discriminated against began to rise up, began to move in their own self-help efforts. That changed the whole scene--sit-ins in Charlotte, N.C., bus boycotts in Birmingham in 1963. This moved the country to clean up, with the help of television. It got Northern people to think of how they should clean up the South. And so you had the Civil Rights Act of 1964, which is probably the major Civil Rights Act of the century. It had lots of provisions for equal employment opportunity, non-discrimination in the distribution of federal assistance, which means in every federal program, money goes out under rules which should operate in such a way as to not discriminate.

We also have more voting rights provisions. I was working on the voting rights bill in 1964-65 when we were totally ineffective in the justice department. Every case that we won we just had to go back to get a contempt decree because no one would listen to us. Southern judges for the most part--with few exceptions--really couldn't have cared whether the voting registrars obeyed the laws or

the court decree. You had the Voting Right Act of 1965 after the action in Selma, which is probably the most single most successful piece of civil rights legislation this country had ever had. And I think its relatively important to understand why.

You're dealing with matters that are quantifiable. You could say that there shall be no literacy test. You shall register everybody who comes in, and if you don't, we'll send our own men in and do it. It was total federal control over what had been formerly a state operation. It was pretty simple. The people came down to register. Of course you had a lot of organizations working in the South to get the people out. It's never been the same for school desegregation, which we've left as a state matter.

Almost all federal programs, whether it's a state employment service or food programs are all operated through state or local agencies. We have to in this country, think about the utility of states and whether or not they still are viable entities in our whole structure of government.

There clearly is a movement now within the federal government to turn the government back to the states. I don't know if it hasn't been there all along, but they now seem to think that revenue-sharing is something we all have to think a great deal about and be cognizant and make more people cognizant of what the effect is as revenue sharing turns back all decision-making on how to use federal money.

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to the state government. It has been our experience in the Commission that state governments not only are major discriminating causes themselves, but have aided and abetted and acquiesed in discrimination in every concievable form.. And I don't mean just Alabama and Mississippi either.

If you look for example the number of Puerto Rican on the draft board in New York City, something which is solely under the control of the governor and the mayor, you'll see that they make up 26% of the population and 2 6% of the members of the dragt board. Likewise, Mexican Americans in California. There is a terrible under-representation in all aspects of state life of minority groups.

What we formed in our report on the federal civil rights effort was that essentially the federal government, whether it was under Kennedy, Johnson, or present administration, had never attempted vigorously to enforce the Civil Rights Laws that Congress had passed

Congress of course immediately have to do a one-shot deal. They have to pass a law and then they could get out. Civil Rights Groups had fought so hard for those laws, also pulled back. Those organizations like the leadership conference on Civil Rights, the N. A A C P and the Urban League, were basically geared toward legislative battles. They could fight C swald, and Hainesworth, but they have not yet effectively developed a mechanism whereby

they could monitor whether an agency is fulfilling its obligation under the law, with any degree of specificity.

Congress, after passing the laws, then had to pass appropriations for the agencies so that they could man the battlefields. Well, they never did that properly, because that never made headlines. Then the fact that they gave an agency a piddling amount of money to enforce a vast law was truly evidence of congressional intent. And in fact the agencies secretarys and the permanent bureaucracy that runs most of the agencies in Washington, picked that up. They picked it up in such a way as to evidence their knowledge that the federal government did not want these laws enforced to the extend that they got people really upset, that they upset the power structure. And, when you're dealing with a civil rights law, you're really saying that somebody is getting something that they shouldn't and they're getting it at the expense of a minority group. Whether it's in the field of employment or distribution of federal assistance, somebody is getting something they shouldn't

If we're going to take that and give it to the person to whom it rightfully belongs then in fact you are going to take something from the majority group or from the establishment. That creates bigwaves. And it was the powerful lobbies if you're going to deal with discrimination, in the field of agriculture, which was and is rampant today, you'll find that the major lobby is the Farm Bureau.

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All the farm organizations, which are almost exclusively white, have very little sympathy with poor black farmers or migrants be they Phillipinos or Spanish Americans. For example, Secretary Udoll called in the presidents of certain land grant colleges through which most of the agricultural federal money goes, and he said, "You fellows know we have a law and none of you are obeying it. this is what you have to do."

He intended to do that with all fourteen of the Southern land grant colleges He got to three and after the first three they told him, "To bad. . . . why don't you try taking away our money and see how long you remain secretary of agriculture?" He gave up and just never pursued it because within the Department of Agriculture, within the secretary's position, unless he had a major push from the president he was in no position to take on the major bureaucracies which stood for perpetuated discrimination.

It's not as clear in other departments where you have a man like John Gardner in H.E.W and he set up the first and probably only effective civil rights structure that worked in the federal government It was in part because he was John Gardner. Because he was John Gardner and he could take the lead. The president never actively supported him but the president never backed away from him. It was only when for example, before Gardner was secretary that the director of civil rights in Education

in HEW tried to cut off the school funds going to Mayor Daley for vocational education. Mayor Daley called the president to stop it. Of course the president did stop it, and the man who was at the time the commissioner of education was moved out of his position. The whole civil rights at HEW changed. This was not something that was a feasible political action at the time.

We found in looking at the federal civil rights laws, that it really didn't matter which law or which agency you looked at, whether you looked at the Civil Service Commission or whether you looked at HEW or for the first time anybody looked at the regular federal agencies. We looked at the Inter-State Commerce Commission, which is a terrible thing to look at, the Civil Aeronautics Board. The I.C.C. is a hundred years old and is an unbelievable agency, unbelievable because they're just bad in what they do to begin with.

When it comes to the field of civil rights they had no comprehension whatsoever that they had any role to play. Their attitude was for example, if you have a license to be a trucker they have to protect that license. Therefore, they would not let anyone else get a license in your jurisdiction to do anything like what you do unless you go out of business. Since its been the white people the majority of the people who in the 99th and 20th century.

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were getting all the licenses: you've excluded the black entrepernaur. It doesn't cost that much at all to buy a truck You had cases of black men who had one or two trucks who had people that said to the I. C. C , "I will do business with him and I will give him a contract for two years " The I. C. C. said, "No, you have to use the existing shippers." And this is the basic attitude of the I. C C

We said to them that discrimination is in the trucking industry especially on long-haul trucking, which is where the teamsters make a lot of money. These are the $12, 000 a year truckers who work on the over-night shifts. You almost never find in any major trucking company in the United States an integrated team. You find very few big dollar truckers that have black teams. The Justice Department has sued five of the ten largest trucking companys in the United States with discrimination in employment.

We go to the I C. C and we say you licensed these people and you give them the sole right to practice their profession, therefore, you have the right to tell them what they must do or must not do in order to get their license. Now you tell them that they can't discriminate in employment or you'll take their license. They said, "That's wild. we've never heard of that, where did you people make that up.?"

And to this day, we published our report in October and the presidential assistant even called them and said, "Yes, it looks like there's something to that, you'd better look into it." And they haven't done a thing. It's the same thing with the Airlines, Federal Power Commission. The only one that's done anything is the Federal Communications Commission. This is one agency that went out an initiated rules which said that television, radio, telephone and telegraph companys could not discriminate in employment or they'll lose their licenses. Right now they're investigating AT&T, they never thought they'd have to do that.

But at least they're doing it and here is another agency saying, "Well we never heard of this, this is an absurd theory you people have come up with." But no matter what agency we looked at we found the same thing. You had a lack of staff. The people that were assigned civil rights responsibilities in most agencies, very many of them were given fancy titles like, special assistant to the secretary. Only two agencies, the Justice Department and Housing and Urban Development did have an assistant to the secretary the equivalent of other important program matters. Otherwise what you had is an agency getting pressure, they would promote a black man who had been there for twenty years, into

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a program position because they felt it was safe.

They would give him a title, a nice office and a secretary and two incompetent people and tell him go and fight the civil rights war. We're doing our job. Of course, it was impossible even if the man wanted, even if he hadn't become so much a part of the establishment in his agency, that he wanted to aggressively pursue civil rights, he would be in no position to do it.

First his grade in terms of rank within the agency was so low that he would tell somebody to do something like the fellow at Agriculture (assistant to the secretary), he tells people to do things all the time and they'd tell him no. He had no recourse except that he could appeal to the secretary. You just can't appeal to the secretary all the time. They don't have that much' time. You can only appeal to the secretary on a big issue, and most of the civil rights issues aren't big issues until they make the newspapers.

There is very little co-ordination between civil rights people and the program people They set up the civil rights office and say alright this is your civil rights office. But the civil rights officer rarely has anything to do with the administration of the substance of the program So you'll find the civil rights office in HUD recommending the aid to be terminated in assisting certain programs to a community At the same time another part of HUD

is giving money to that same community, which is no internal co-ordination. Beside these, it is very fundamental to the whole civil rights movement that none of these agencies ever said we are here now, in five years we're going to be here. They never set a goal for themselves, they were never specific about what they wanted to do. So what they were planning on doing was sort of like shoveling snow while it was snowing and they weren't getting anywhere. They would respond to complaints sort of adequately. But they would never go out and take agressive action which would make institutional change.

The other thing that they did of course, and this was very prevalent in the beginning, was to ask someone they're doing business with, "Do you discriminate?" They'd say no and the agency would say good, "Because we don't do business with people that discriminate," and they'd just give them the money. The funny thing is that this is true of all federal contractors. They aren't suppose to discriminate and we had an elaborate mechanism about how it works. We've had that rule since 1941, when A Phillip Randolph threatened the war-time march on Washington and President Roosevelt felt forced in spite of his personal feelings to issue an executive order on discrimination. Now we've had that since 1941 and not one contractor in the history of the U.S. since that

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period has ever been found to discriminate. They are really good contractors. The other thing is, and this really [illegible] back, and that is they never use sanction.

H E W is the only agency that would cut off people for discriminating. They cut off hospitals, they cut off schools. The new administration does not believe in cutting off federal financial assistance. They think that you can go to court. Although that feeling was not the intent of Congress when they passed the Civil Rights Act. Congress intented that you would both go to court and have an administrative hearing. Which ever was faster and which ever was more practical for that case. But that's not the way this administration sees it

A very interesting thing that agencies have not done. I think this is one of the most clever things that people who wanted to avoid progress have been able to do. They've never collected racial and ethnic data, since the program started. When you would go to them and say, "Since you're giving out so many goods or so many jobs in this region, how many are going and at what level are going to Black people?" They'd say, "We don't know, we don't discriminate, we don't collect racial data." If you don't collect data you never know where you are, you never know who you're assisting. We've always advocated that you collect the data, then you determine what you're giving out, and you see who's getting it

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And when you do determine that the minority groups are getting less than their equable share, you're to find out why.

I guess overall, is the problem that the effort in independent agencies have never been co-ordinated from the top. Which means that you've had a total advocation of responsibility at the presidential level, because thats where it is Where the president says, meaningfully . says to the secretary, "I want you to do something," it'll get done. Apparently, President Johnson's aides told Willard Worth, Secretary of Labor, to clean up on discrimination in the building trades unions.

Willard Worth said he couldn't do it and he never did. But that message came from someone else, not Lyndon Johnson. If Lyndon Johnson had wanted the trade unions cleaned up he would have cleaned it up. He would have called in me and whoever else he had to call in and said, "Look, it's going to end and it's going to end next month. Otherwise I'm going to cut all your contracts. I'm going to go to Congress and get an Anti-Union Law and the Union would have gotten scared. But that was never done.

You have something that is called the Bureau of Budget, in Washington, that is now called the Office of Management Budget. They're in charge of reviewing the budget of every agency, of looking at any data collection system that any agency has, they're

in charge of reviewing all legislation for any agency that is in Congress. All of this goes through the Bureau of Budget. It's one of the most powerful, small agencies in Washington. They never heard of Civil Rights.

I interviewed the former director who was the democratic administration, Mr. Charles Shultz, who was supposedly a very liberal and fine man. Charles said, "That wasn't my job, that was Ramsey Fox's job." And of course Ramsey Fox will tell you that, "Sure, it was my job because the president liked me, he had faith in me." But the fact is that I as attorney general was incapable of controlling the machinery. I told the secretary of HUD, Bob Weaver, to do something if Bob Weaver didn't want to do it, Bob Weaver didn't do it. Which in fact happened on a number of occasions to the Civil Rights people.

But that's not true with O. M. B. (Office of Management Budget), they control all your money. They tell you to do something and you don't do it they can just wipe you out. They can take out your job slot from the agency.

People who were really frightened by the O. M. B., trembled. They would have to go to meetings. But the Office of Management Budget never did anything. They have begun. They have a new director who was secretary of Labor. He is apparently committed to this and he has begun to take steps, institutional steps. One of the

things he has done is to triple the number of blacks working on his professional level, which befor was so low that out of a staff of 400 there were 3 or 4, a frightening thing. Apparently that was one of his first orders when he went in. At the White House level they had various mechanisms that attempted to deal with civil rights, they were all failures. The only way something will happen is when someone much bigger than the Commission on Civil Rights attacks Now just the administration but the whole structure of this government which is basically geared toward the haves.

The haves in terms of economic and political power. Essentially one of the things I'm to speak about is what you all can do.

What I'm saying is that the fight for reform and change in the government whether it's federal or local, or state is not going to be done by 150 man commission in Washington. It's going to be done by a lot of people. And it's going to be done both by the influencing of other people and students and teachers and administrators and school systems. It can be done by their working together in concert with other people and trying to change agencies, by complaining, constantly complaining. The more you complain whether its on consumer matters, police brutality, or agencies that are not doing what they're suppose to do; the more you complain,the better likely it is that you'll get better service

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"YOUR SOCIAL SECURITY"

Lewis Mason
Field Representative
Social Security District Office
Washington, D. C.

Social Security is a contributory insurance system. During the working years, employees, their employers and self-employed people pay social security contributions which are pooled in special trust funds. When earnings stop or are reduced because the worker retires, dies or becomes disabled, monthly cash benefits are paid to replace part of the earnings lost by the family. The program, administered by Health Education and Welfare, Social Security Administration, was established by the Social Security Act of 1935.

There are about 25 million people receiving more than $2 billion in social security benefits monthly. Since these benefits are direct money payments, social security helps more people directly than any other single program.

When the original social security law was passed, few Americans had any pension rights. Today, 9 out of every 10 workers are in jobs covered by social security. The first social security check was paid in January 1940. Since that first check, the social security program has paid out more the $200 billion in benefits. One out of

every eight persons in the nation now receives social security benefits. Six million beneficiaries are below retirement age. They include widows and children of workers covered under the program and disabled workers and their dependents.

Social Security keeps 10 million older people above the poverty line. The average benefit for a retired worker in January 1970 was about $116 a month: for couples, $196; for widows, $101. For millions of older citizens these social security payments are their only source of income. For other retirees, social security is a base under private pensions and annuities.

Workers who are 65 may retire with unreduced cash benefits if they have worked the required number of years - five years for workers reaching age 65 in 1971, five and one-fourth years for workers reaching age 65 in 1972, five and one half years for workers reaching age 65 in 1973, five and three-fourths years for workers reaching age 65 in 1974, etc.. The monthly benefit is based on the worker's average earnings during his working years. Workers also may retire at 62 with permanently reduced benefits.

Certain dependents also may receive benefits: a wife or dependent husband 62 or older; a wife at any age who has a child under 18 or disabled in her care; and unmarried children 18 or over if they were severely disabled before 18 and continue to be disabled.

Since 1956 the Social Security Act has provided a basic dis-

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ability protection for persons who are disabled before age 65. If an individual should become disabled before 65, he and certain members of his family may be eligible for benefits. A person should not wait too long after they become disabled to apply for benefits: if he waits more than a year, he may lose benefits. Payments may begin with the 7th full month of disability.

If a person is found eligible for disability insurance benefits, he will remain eligible as long as he is disabled. When he reaches 65, his benefit will be changed to retirement payments at the same rate.

A person is considered disabled only if he has a sever physical or mental condition which prevents him from working, and is expected to last (or have lasted) for at least 12 months or is expected to result in death.

If an individual becomes disabled before he is 24, he needs credit for 1 1/2 years of work in the 3 years before he became disabled. If he becomes disabled between 24 and 31, he need social security credits for half the time after he is 21 and before he became disabled. To get disability benefits if you become disabled at 31 or later, you must be fully insured and have a credit for 5 years of work in the 10 years just before you became disabled.

Under the 1965 Amendments to the Social Security Act special age 72 benefits were approved for those persons who were over age

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72 before 1968 without any coverage under social security Special payments of $40 30 a month ($72. 50 for a couple) can be made under the social security program to certain people 72 and over who are not eligible for social security benefits. These payments are intended to assure some regular income for older people who had little or no opportunity to earn social security protection during their working years. People who reached 72 in 1968 or later need credit for some work under social security to be eligible for special payments Those who reached 72 in 1968 need credit for 3/4 year of work under social security The amount of work credit needed increases gradually each year for people reaching 72 after 1968, until it is the same as that required for retirement benefits

The health insurance program for the aged, commonly called Medicare, was enacted on July 30, 1965 as Title XVIII of the Social Security Act, and became effective on July 1, 1966. The program, a part of the 1965 Amendments (Public Law 89-97), makes available two separate but coordinated insurance coverages. The hospital insurance program (Part A of Medicare) pays for a large portion of the costs of hospital and related post-hospital services. Part A of Medicare covers three things basically: (1) Inpatient Hospital benefits, (2) Post-hospital home health care benefits, (3) Extended care facility benefits.

The supplementary medical insurance program (Part B of Medicare) provides coverage of physicans' services, outpatient diagnostic and therapeutic services, additional home health services, other medical services and supplies, and outpatient physical therapy services. Individuals 65 years of age and over may enroll in the program regardless of whether they are eligible for social security retirement benefits. Monthly premiums paid by the indiviuual are matched by the Federal Government and paid into the Supplementary Medical Insurance Trust Fund, which reimburses carriers for benefits and administrative expenses incured under the program.

There are approximately 900 social security offices located throughout the country and persons may find out more about social security & Medicare by visiting, writing, or calling their local social security office.

SOCIAL SECURITY
IN-SERVICE TRAINING OF TEACHERS

Community Situation

In every community there are some people who are not aware of their rights and responsibilities under the social security program. Among this group are the so-called hard to reach including many of the 25-million poor of the Nation - the under-privileged, the unemployed, the under-employed, the drop-out, the foriegn-born, and others. Some of these people miss out on valuable protection under social security because of their lack of knowledge. Yet these people could and should benefit greatly from the protection and the cash benefits the program offers.

The Social Security Administration is deeply committed to making sure that people know in advance that the protection is available and that those who are entitled to benefits receive them. For this reason, the Administration seeks the help of educators, professional people and public and private organizations able to bring knowledge of existing programs to those who are to be helped by them. Since the program deals with family protection and practical money matters, it is particularly relevant to adult education and occupational training programs as well as social studies courses in secondary schools.

Your local social security office will gladly do the following:

Conduct workshops or orientations as a part of in-service training programs

Take part in meetings and discussion programs organized by teachers or students

Equip counselors and curriculum coordinators with necessary information

Answer questions, provide publications, posters and other materials

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Adult Basic Education -- Summer Institute
for Teachers: Teacher Aides
Department of Education
Howard University
Washington, D.C.

July - August, 1971

Dynamics of Community

Ethel James Williams

Lewis Mumford in his book, "The City in History," states that the "chief function of the city is to convert power into form, energy into culture, dead matter into living symbols of art, biological reproduction into social creativity." (1)

The city of today has grown away from its original purposes so much so that disintegrative processes have gradually begun to undermine the structure, organization and function of our urban centers.

The alienation and frustration of city residents is manifest in the inability of people to find and sustain productive alignments with those resources and services in order to attain dignity, stability and happiness.

Current theories of community work reintroduce the concept of neighborhood which is reminiscent of settlement movement at the turn of the century. "People who need you, need you near." Theory building in current thinking include the socio-cultural dynamics of community intervention; productive use of conflict; redistribution of power; action and organizational strategies. The impinging environment which is increasingly resistant affects the aspirations, satisfactions, behaviours and attitudes of citizens.

The complexities of the urban scene forces a reordering of emphases and priorities in community work.

Objectives and Learning Experiences

The lecture and discussion was intended to sensitize participants to:

---

(1) Mumford, Lewis The City in History: Its Origins, Its Transformation, and Its Prospects. Harcourt, Brace and World, Inc., New York, 1971

1. Identification and definition; awareness and clarification of community need or problems;

2. Application in practice of educational theories;

3. Principles affecting choice of intervencive strategies;

4. Steps in Community movement; problem-to-solution cycle;

5. Determining factors affecting participation of individuals and groups in community problem-solving.

Learning Objectives

To help the student:

1. To apply theory, concepts and educational principles to the solution of a selected community problem;

2. To develop an awareness of the linkages between classroom and community;

3. To deepen his understanding of the changing role of teacher and/or teacher aide on the contemporary urban scene; The social forces and conditions of present day society which serve as a mandate for the educator in future practice;

4. To broaden his learning to include some skill in directing a process of planned change intended to help solve community problems.

Organizing the Learning Experience

I. Learning and Discussion

Basic issues and problems inherent in contemporary urban life were presented:

e.g. a. Hunger and poverty;

b. Racial tensions and polarization;

c. Inadequate health and welfare services;

d. Slums and Ghettos;

e. Crime and delinquency;

f. Demand for the redistribution of power;

g. Violence and its by-products.

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The participants were expected to react and comment on the issues presented; to give examples of situations in their home towns; to interact with each other in suggesting actions to be taken, recommendations to be made.

Assignment

Each student was given the Case Study: "The Twelfth of May" the description of a neighborhood community action program. This was a true account of a summer reading program organized for 400 neighborhood children and their parents in a low-income neighborhood.

The students were given twelve (12) questions designed to elicit from them their thinking and understanding of community action and to help them raise pertinent questions about roles and responsibilities; to help guide their thought processes in determining their responsibility within their own practice setting.

"THE TWELFTH OF MAY"

(A Case Study)

1. What conditions in the Twin Bridges area reflect the issues that community Organization practice has to deal with in the post-war world?

2. Describe the components of the first summer remedial program; those in the projected plans.

   a. Delineate the changes and new directions the program had to take. Why?

3. The goals for action in Twin Bridges were elicited from the expressed voice of a fairly small group of active laymen.

   a. What is your opinion as to this being a valid representation of community interest?

4. Discuss two educational principles applicable in the beginning stages of the proposal development.

5. What are some of the current issues and educational programs that are influencing congressional appropriations for the War-on-Poverty? What affect would you assume they would have on Twin Bridges?

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6. What were the goals of the worker? What methods did he employ?

7. Assess the worker role--relate to and evaluate his functioning in terms of goals, strategies, and accomplishments?

8. Identify some of the sub-systems. Identify emergent leaders.

9. Explain concepts listed below which were helpful to the worker in his analysis of the crisis and in his planning of strategy: (a) Confrontation (b) Power (c) Sanction (d) Cooptation (e) Intervention (f) Selective action.

10. Are any of the goals of education implicit in this protest strategy? Describe them.

11. What are some of the current issues that are influencing congressional appropriations for the War-on-Poverty? What affect would you assume they would have on Twin Bridges?

12. Examine the role of the communication media. Describe what tools were utilized and how -- in the neighborhood; in the broader community.

DISCUSSION CHART

FOCUS

PEOPLE COPING WITH LIFE SITUATIONS AND WITH THE SOCIAL ENVIRONMENT

STANCE

PRIMARY IDENTIFICATION WITH PEOPLE INVOLVED IN THE SITUATION

BODY OF VALUES — BODY OF KNOWLEDGE

attitudes toward people ---------- way of understanding

INTERVENTIVE ACTION

DIRECT SERVICE TO
PEOPLE :
TO INDIVIDUAL:
TO GROUPS

COLLABORATIVE ACTION TO
IMPROVE:
SOCIAL PROGRAMS
SOCIAL SERVICES
SOCIAL POLICY

SOCIAL SECURITY
IN SERVICE TRAINING OF TEACHERS

Community Situation

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EVALUATION OF INSTITUTE BY PARTICIPANTS

An evaluative form designed to measure the five major components of the Institute was administered to participants. A Likert type scale measured the academic program, materials distributed, task force organization, program, objectives and services.

The academic program was measured by two indices: the level of importance of each topic and the quality of presentation of each topic. After an analysis of each session, a composite was made of the responses of participants as to the importance of topics and the presentation of topics at all sessions. Findings showed that 44.8 percent thought the topics were very important. Thus 77.3 percent of the participants thought the topics were of more than average importance. There were 14.5 percent who thought the topics were of some importance. Only 8.0 percent thought the topics were of little or no importance.

The presentation of topics was valued exceptional by 39.8 percent and very good by 31.8 percent of the participants. Thus 71.6 percent gave high ratings to presentations. Another 17.1 percent thought the presentations were good, making a total of 88.7 percent who thought the presentations were good or better. Only 5.9 percent thought the presentations fai- and 5.2 percent poor. Only 11.1 percent thought the presentations inferior.

Materials distributed had very high ratings, 73.6 percent thought they were exceptional and 20.8 percent rated them very good. Thus 94.4 percent rated the materials high. Another 4.2 percent rated them good. Thus 98.6 percent rated the materials positive.

Evaluation of Task Force Techniques, which was organization of parti-

cipants into state groups represented, and then by subject matter areas of reading, mathematics and social studies showed that nearly two-thirds (65.2%) thought this very good or exceptional. Another 15.6 percent thought the organization was good. Thus 80.5 percent thought well of the organization. Only 19.5 percent rated this fair or poor.

Attainment of Program Objectives was given very high ratings, for 62.5 percent rated the attainment excellant and another 25.0 percent rated this very good. Thus 87.5 percent rated this high. Another 11.1 percent thought this good. Thus 98.6 percent rated the attainment of program objectives as good or higher.

Workshops facilities were rated high by 30.6 percent, very good by 38.9 percent, and good by 23.6 percent making a total of 93.1 percent who rated the facilities good or better.

Library services were rated high by 33.3 percent, very good by 45.8 percent and good by 16.7 percent, making a total of 95.8 percent who rated library services as good or better.

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July 26 to August 6, 1971

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October 4, 1971

School #440
309 East Federal Street
Baltimore, Maryland 21202

Dr. Edmonia Davidson
Room 200, Education Building
Howard University
Washington, D.C.

Dear Dr. Davidson:

I was a participant in the past summer's two week workshop in adult education.

Since most educators feel that evidence of transfer of training is the most important criteria of success, I wanted you to be aware of a recent educational project of our school. (See Enclosure)

Your workshop helped to provide us with the needed stimulus to undertake this project.

Sincerely,

John Creighton
Center Principal

Enclosure

The Mini-mester

By John Creighton

The following is a chronicle of events related to an experiment in teaching conducted at School #440, The Guilford Adult Center, 309 E. Federal Street. This center is a full-time adult education school affiliated with the Work Incentive Program. All of its predominately female students receive public assistance under the Aid To Families With Dependent Children provision.

The educational philosophy of our school is one which aims at an integration of the academic skills with the coping skills necessary for a welfare recipient to function competently in an inner-city poverty centered environment.

It was this latter area that had come under discussion at our student council meeting. Council members (one from each homeroom) had brought to the meeting ideas for possible topics of special interest to the students. It was proposed that we suspend our regular schedule for a week and devote this time exclusively to special topics - a "mini-mester."

The original list of possible topics was turned over to a steering committee consisting of the principal, one teacher, one educational assistant and five students. Their assignment was to cull from the many suggestions, those of greatest interest, to find the best qualified speakers, and to invite them to participate in our program. The week of August 30th to September 3rd was selected.

Mrs. Mary Lewis, principal of the Guilford Avenue Elementary School, graciously offerred the use of her school's facilities for our use.

From a number of options available to us, it was determined that the

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most feasible approach would be to have one presentation each morning and another that afternoon in the school auditorium. All students would attend each session.

Meanwhile, other groups of students formed themselves into committees to assure the success of our social and entertainment hour, to be held the last afternoon of that week. Hostesses were selected who would greet our guests and guide them to the auditorium. The Mistress of Ceremonies would formally introduce each speaker.

Amazingly, all invited speakers were not only willing to visit us, but were available for the time slot allocated.

Each speaking engagement was confirmed by letter. Each guest speaker was asked to bring a short resume of his background for introduction purposes. Speakers were asked to allot forty minutes of their presentations for interaction with the audience.

Students were encouraged to bring friends, relatives, and neighbors to any sessions they wished. The nearby CAA office was alerted with an open invitation.

We wanted the emphasis of our program to be reality-oriented; a "tell it like it is" approach. And that's what it proved to be.

The week's activities followed this schedule:

Monday

A general assembly to review the purpose and function of the mini-nester.

A.M.

Brenda Burley from the Baltimore Department of Recreation and Parks
Subject: Health, Exercise, and Weight Watching

P.M.

Mrs. Victorine Adams
Subject: Charm and Beauty Hints

Tuesday

A.M.

Know Your Rights Mr. Harry Fox, Attorney for the Legal Aid Bureau, and Mr. Arthur Armstead of the Human Relations Commission

P.M.

Problems of Ex-offenders Mr. Al McCarthy, and ex-offender now with the Public Defender's Office, and Mr. Harri Chaiklin of the Community Re-integration Project.

Wednesday

A.M.

Consumer Protection Mrs. Edna Johnson, Director of Consumer Services, Baltimore Urban League

P.M.

Feminine Sexuality Mrs. Annette Leiberman of the Planned Parenthood Association, and Mrs. Vivian Washington, Principal of The Edgar Allen Poe School for Unwed Mothers

Thursday

A.M.

Dangers of Drug Abuse Mrs. Jane Foss, ex-addict from Project Exit, a therapeutic community affiliated with the Johns Hopkins Hospital Drug Abuse Center

P.M.

Yoga An Approach to Physical and Mental Well Being Mr. Miles Kierson

Friday

A.M.

Child Rearing In An Inner-City Environment Dr. Eric Fine and Dr. Hisbah Kohan of the University of Maryland Department of Pediatrics, and Mrs. Vivian Pendleton, Senior Nurse Supervisor of the Western Health District.

The formal aspect of our mini-mester program ended with a short assembly during which administrators and officials associated with our program were introduced to our students, and public thanks were given to all those who had made our program a success.

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Friday afternoon was devoted to our social gathering in the school cafeteria. The food was prepared and served by our students, many of whom cashed their welfare checks and bought food stamps in order to buy the food that was served. They had wanted things done in this manner. This attitude was summed up by one student who said, "I'm not good at serving on a committee, but I do make great macaroni salad."

The refreshment committee had planned how much food would be needed for the number of guests expected.

Our entertainment was provided by several acts - young people's groups and individuals who had been invited by the entertainment committee.

Our festivities concluded with the joining of hands and the singing of "Auld Lang Syne."

How successful have we been? We devised an anonymous written student evaluation to find out. Almost without exception our students pronounced our program a great success. All said they would like such a program repeated.

The following student comments (uncorrected for spelling and grammar) speak for themselves.

> "I think the program on Human Relations should be repeated so pepple can and will know their rights.
>
> "I liked "Child Rearing in An Inner-City Environment" because there are so many parents that don't understand their children, their needs and their desires. And how to go about correcting then.
>
> "They said so many interesting things that I didn't even know about. And mothers like myself should find out what we can do for our children because it mean a lot to me and to the other mothers.
>
> "I know i have got something out of it. Many things I didn't understand. After listening to the speakers of various program I was amazed.

"Many of the things Mrs. Johnson spoke on I was not aware of. I had been taken over many times by furniture stores myself, and I didn't know how to go about getting results. Thanks to Mrs. Johnson, now I know where to go and whom to see, if I Have another case like the one I've had before. Legal Aid will be my first step before I sign anything.

"I think the lawyer from Legal aid was interesting he helped many of us with our problems we have, He pointed about a number of things about housing, apartments we rent, how the landlord can be made to fix the things that need fixing. He also helped those wanting to know about divorcs, on what ground there are.

"I found that the program on drugs was most relevant. I have teenage children and not only my children that I'm concerned about but the neighbors children as well. As these kidsgo through life they'll be meeting all types of people through all walks of life and not knowing what our child may or may not do, we know that they are capable of the usage of dope. So I say by all means yes, let the program on drugs be repeated for the sake of the parent as well as the child who is not a user. Parents can get some idea of it. At least on how to deal with such a problem and believe you me, dope really is a problems.

"You get an opportunity to see and hear a lot of things you really never was aware of before.

"The social part was very relaxing.

"Loved it.

"I thought it was great.

"I would like to see the school have it 2 or 3 times a year.

"I learn a great deal about my rights as a citizen.

"The mini-mester was interesting and exciting. I learn a lot from it. Things which I really didn't know about.

"Most of the things that was discussed most of the people did not know anything about some of them, and it was very helpful to mostly all of us.

"I think our school should keep on having beautiful and exciting program like the one we had and keep on having exciting guest.

"The mini-mester was very successful in its first try and I hope we could have another real soon.

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"The program as a hole was very interest and worth my while to be there everyday to just hear what was going to be next and really enjoy it.

"This program should be repeated because it help you to no things you can't often find out about in every day life. It give you a clear understanding of what you wanted to no.

"The program was well organized, and there is no need for improvement.

"It proved to be very rewarding.

"It was wonderful just as it was.

"I think it good for people to learn different thing about life.

"We should have it at least twice a year.

"We should have another program like this as soon as possible.

"It will help lot of people to understand thing more clearly plus I have children it help me a lot with them.

"I would like to have it again so I wood know more so that I can help my children.

"We received information we did not have. It made us aware of what is going on around us.

"The mini-mester was worthwhile in many ways.

"After working hard in our studies all summer long without a vacation, that week was a pleasure.

"This program offerred help to the ones that are interested in bettering themselves.

"It was very interesting and worthwhile. It wasn't a waste of time.

"Some things are not learned in school and you get people who know what they are talking about.

A request for possible topics for a future program of this type provided us with the nucleus of a future mini-mester. Such suggestions included the f llowing:

Someone From The State Employment Service

The Occult and the Supernatural

Funeral Arrangements

Housing

Dieting

Fashions

Hairstyling

Wife and Husband Understanding

Model Cities

Criminal Law

Someone from The Department of Social Services

Types of Jobs Available in Baltimore. Requirements of the jobs, and information on what the jobs are all about.

A meat-cutting demonstration

Alcoholism

The True Facts about Low-Income Home Ownership

Mental Hospitals

Women's Liberation

The Welfare Rights Organization

Information on Abortion and Abortion Laws

There were also many requests for a repetition of previous topics.

The seeds for our next mini-mester had been sown.

4660 Martin Luther King Avenue, S.W.
Washington, D. C. 20003
September 4, 1971

Dr. Edmonia W. Davidson
Director, Adult Education
Howard University
Washington, D.C. 20001

Dear Dr. Davidson:

During the past six weeks, I've been involved with many activities which were brought about because of my experience with you in the workshop on Adult Education.

Upon returning to the class room, I was able to see my students in a different light. They became more to me than individuals learning mathematics. They were students as well as mothers, providers of families, workers, voters and concerned citizens.

One of our first class activities was "A Look at Self" as far as where we had been where we were, and where we were going. Since that activity many students have become more concerned with themselves and their situations and have constantly consulted with me about their aspirations. I am very proud of this because a lot of the students had not done much thinking on things beyond receiving public assistance.

Secondly, we concerned ourselves with Voter Registration. Students learned about the proceduce of registering and approximately 50 students proceeded to do so.

Participating in the National Welfare Rights Organization had never crossed my mind, but a week after the workshop a local meeting was announced. I attended that meeting and since then became involved in several of their activities. This seemed to have produced better communication between me and the students who weren't members to get involved.

A highlight of my recent experience took place during this past week. At our school, we threw out the regular schedule and conducted what we called a "Mini-Mester". I got a lot from the "Mini-Mester because I got in on the planning of it with one other teacher and five of our students. We had local speakers, movies, discussions, and literature covering such areas as: Health, Weight Watching, Beauty Tips, Knowing Your Rights, Consumer Rights, Consumer Protection, Female Sexuality, as well as Drug Abuse, Yoga and Child Psychology. This "Mini-Mester"exceeded our expectations and we were fortunate in getting some of the best people in each area to participate in our program.

I'm looking forward to all the other things I will become involved with. I probably will never be able to do enough to compare to the workshop experiences and your eternal two weeks drive on me. However, Dr. Davidson, I hope to do my part whenever and wherever I can.

Sincerely yours,

Willie J. Eubanks

Willie J. Eubanks
(Baltimore City)

FROM MY EXPERIENCES IN TEACHING MATH. I'V DISCOVE ED THAT THE MATH EXERCISES, ESPECIALLY, WORD PROBLEMS GIVEN IN MANY MATH BOOKS ARE UNREALISTIC FOR THE POPULATION I TEACH. THEREFORE, I'LL SHOW HOW CENSUS DATA GATHERED DURING A TWO-WEEK WORKSHOP I ATTENDED, CAN BE UTILIZED IN THE TEACHING OF MANY MATH SKILLS

(Miss) Willie J. Eubanks
Baltimore, Maryland, School 440

MATH LESSONS

LET'S TAKE A LOOK AT THE INCOME OF NONWHITE FAMILIES IN BALTIMORE IN 1969.

Directions: Below is a table showing the number of nonwhite families and their income. Study this table very carefully so that you may be able to find some information.

Table I. Income of Nonwhite Families in Balitmore, Maryland in 1969.

INCOME	NUMBER OF FAMILIES
under $1000	5,336
$1,000 to $1,999	7,666
$2,000 to $2,999	8,717
$3,000 to $3,999	11,137
$4,000 to $4,999	10,263
$5,000 to $5,999	7,804
$6,000 to $6,999	5,173
$7,000 to $7,999	3,817
$8,000 to $8,999	2,445
$9,000 to $9,999	1,912
$10,000 and over	3,959

(The information has been listed in table form, however, depending on what you want to do with the information will determine the method of presentation)

THE FOLLOWING INFORMATION WILL SHOW THE SKILLS THAT CAN BE TAUGHT, AND THE WAY THE INFORMATION CAN BE USED

I. FOLLOWING DIRECTIONS AND LOCATING THE ANSWER

A. Following directions

1. What is the first number under income?
2. What is the third number under number of families?
3. Locate the line which says $6,000 to 6,999.
4. What is the number of families listed on the same line as $10,000 and over?

B. Getting an answer (under this section some of the questions should be phrased where the table doesn't show the information).

1. How many families had between $5,000 and 5999?
2. How many families earned less than $1,000?
3. How many families had no income?
4. How many families had $000?

II. READING AND INTERPRETING TABLES

A. What information can you get by using this table?

B. What will each column tell you?

C. What other tables have you seen before?

D. What purpose do you think tables have?

E. From the table are you able to tell the exact number of families having $3,000?

F: Make a table showing any information you think is important. The best table will be used in the next math exercise.

III. PLACE VALUES(UNDERSTANDING LARGE NUMBERS)

5,336 families had less than $1,000. What is the value of each of the digits in 5,336?

A. _____thousands or 5,000

_____hundreds or 300

_____tens or 30

_____ones or 6

5,336

B. 5 thousands or _____

3 hundreds or _____

3 tens or _____

6 ones or _____

(total)

IV. READING AND WRITING NUMERALS:

A. Look at the numbers under Number of Families as I read them aloud, you read them to yourself.

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B. Read each number aloud to your partner.

C. Cover your chart, now write each number as I read them.

D. Write five different numbers on your paper. (Don't let your partner see them.) Now read these numbers to your partner and see if she can write your numbers.

V. FOUR BASIC OPERATIONS OF ARITHMETIC

A. Addition and Subtraction

1. What is the total number of families listed on the table?

2. How many families have incomes of $6,000 or more? How many families had less than $6,000? How many more families had below $6,000 than $6,000 or over?

B. Multiplication and Division

1. The number of families with incomes less than $1,000 was 5,336. Divide this by 2.

2. Multiply 5,336 by 1/2

VI. PERCENTS

Finding the percent of families in each line

VII. MAKING GRAPHS, TABLES AND CHARTS

A. Circle graphs

B. Line graphs

C. Bar graphs

D. Picture graphs

THIS EXERCISE CONSISTS OF WORD PROBLEMS - SKILL IN MULTIPLICATION OF DECIMALS

1. In 1969 Baltimore City had a total nonwhite population of 328,416. Of the 163,149 persons 25 years or older, 58.9 percent had spent eight years or less in school. What was the total number of persons with eight years or less schooling?
2. The major occupation group of employed nonwhite males in Baltimore during 1969 was operatives and kindred workers. 27.0 percent of the 68,577 nonwhite males had employment in these kinds of jobs. What was the total number of males with jobs as operatives and kindred workers.
3. During 1969 there were a total of 44,795 nonwhite females employed in Baltimore. The occupation in which the largest number of these females worked was as private household workers. If .275 of these females were employed as private household workers, how many were actually employed in these kinds of jobs.
4. The median income of all nonwhite families in Baltimore City was $4,123. Of the 68,229 nonwhite famliies, .481 had incomes below the median income. What was the total number of families with incomes below this median?
5. In the Census Tract in which School 440 is located there is a total population of 5,156 persons. Of this number, 58 are nonwhites. How many nonwhites and how many whites live in this area?

national council of the churches of christ in the u.s.a.

475 RIVERSIDE DRIVE new york, n.y. 10027

mrs. theodore o. wedel, president r. h. edwin espy, general secretary

September 14, 1971

Dr. Edmonia W. Davidson
P.O. Box 266
Howard University
Washington, D.C. 2001

Dear Dr. Davidson:

I wish to express my profound appreciation for the privilege of participating in the Adult Basic Education Institute for teachers and teacher trainers of urban adult populations, July 26 - August 6. The experience will prove of value in the work in which I am engaged for many many years to come.

Several major aspects of the training stand out as exceedingly valuable. The opportunity, through field visits, to become intimately acquainted with contemporary social problems and the educational approach to social change was indeed a valuable process. All of us were enlightened by the stimulating, dynamic resource leadership that you were able to secure to bring significant input to the total experience. Constantly we spoke of the value of the experience as one which had a great deal of relevance in terms of relating our work and training to the needs of the oppressed, who are the A.B.E. students. The implications of our training for curriculum development for A.B.E. students were clear throughout the course.

We were stunned, surprised, pleased, and grateful for the many costly and important resources of which we were recipient. The opportunity to be introduced to working with computers in terms of the census data was for me a very rewarding and meaningful experience. It has been said that education is 90% teacher and 10% content. Those of us who had the privilege of your dynamic leadership can attest to that education axiom. Your life, as shared with us embodied the principles that you were enunciating in the process.

Let me indicate ways in which this material will be helpful to me and used in the immediate month and years ahead. In late August, I held a conference with a faculty member of one of the graduate schools in Atlanta and together we began the process of designing a graduate program for the Interdenominational Theological Center, in Atlanta, Ga., for candidates for Master's

Degree in Religious Education. It was our recommendation that the process and information which we gained at the seminar should become one of the major components of the continuing education in Atlanta.

This semester I will be teaching a graduate course, at New York University, entitled, "Religion and Society." In this course we will be working with students on ways to analyze contemporary society. The methods and information discovered this summer will be applied here.

In my relationship to the Church Women United, our national organization of Christian women, I serve as a consultant to the staff person in charge of continuing and basic adult education, and already I have met with that person to share insights gained and resources received.

In the program of a couple of other graduate students working on community problems - in the area of criminal justice and drug addiction - I have been a resource person in helping them deal with the discovery of methods of working at studying community problems.

With the staff in our Department of Educational Development, I am sharing much of the informatinn which we received. Your outline for studying your community will be shared this Thursday with the six educational directors of the major black denominations. These men reach the leadership of more than ten thousand churches across this nation. They may use this outline in their surveys as a guide for those leaders who wish to become involved in this way. These are only a few of the insights.

Maybe the last one that I should indicate is that when I work with Teachers College in its Ethnic Studies Center, all of this material will be exceedingly valuable.

Again my deep appreciation for the tremendous contribution which we received as participants and for the personal privilege of meeting and working with so dynamic an educator.

Sincerely yours,

Olivia Pearl Stokes

Olivia Pearl Stokes, Ed. D.
Staff Associate - Urban Education
Dept. of Educational Development
OPS/jvn